Introduction

This review was conducted on behalf of the Academic Council of IES Abroad. The members of the Review Committee were asked to respond to charges taken from the IES Abroad Model Assessment Practice (MAP), found in Attachment A. The list of charges was submitted to and approved by the IES Abroad Academic Council prior to the review. The report that follows documents the Committee’s procedures, findings and recommendations, summarized in Attachment B.

When the IES Abroad Rome program was founded in 2003, its curriculum was designed to underline the connection between the past and present and to use the city of Rome as a classroom. In addition to core offerings in art history, history and political science, the primary foci were religious studies, film studies, and psychology. IES Abroad Rome’s initial partner was the Libera Università Internazionale degli Studi Sociali (LUISS), a private university with strong programs in business, communications, economics, law and international relations. The program also partnered with Rome University of Fine Arts (RUFA) in order to provide students with options in studio art.

Rome opened its doors in Spring 2003 to 41 students, and enrollments continued to grow at a strong rate in subsequent terms (79 in FA03, 73 in SP04, 102 in FA04). In order to allow the staff to focus on program quality and development, IES Abroad approved a plan for controlled growth and capped enrollments during the program’s first years. The enrollment cap was lifted during the 2005-06 academic year and since then numbers have remained strong, with Rome reaching its peak in Spring 2007 with 151 students. The summer program was added in Summer 2006, with 19 students during the first summer term.

Due to changes in direction at LUISS, IES Abroad ended its partnership in Spring 2005 and developed a new partnership with the Università degli studi Roma Tre (Roma Tre). Founded in 1992 as Rome’s third public university, Roma Tre today is the city’s second largest, with over 35,000 students and highly reputed programs in the humanities and social sciences.

One of the greatest challenges of the Rome program has been to keep up with its growing enrollments and to secure a permanent Center space that would allow for important program developments and quality control measures. After a three-year search, IES Abroad signed a lease and successfully moved into its new headquarters during the Spring 2008 term. Located in the heart of Rome along the Tiber River, the new Center space finally allows the Rome Center to house its administrative offices and classrooms under one roof. The space also includes auditoriums, studio art space, a student lounge and study room, a faculty room, and many other amenities.

Over the past three years, the Center has closely monitored students’ academic needs and interests and has identified key areas for development. As expected, there has been growing demand in the fields of art and art history, religious studies, film studies, and international relations. To meet this demand and to add new focus and definition to the curriculum, IES Abroad developed a curricular plan that groups courses into five major departments: Italian Language, Art and Architecture,
Literature, Drama and Film; Political Science and International Relations; and Religious Studies and Sociology. The plan includes a number of new courses with a practical component or extensive field study activities, and it also identifies courses that were canceled due to a variety of factors.

There has been a slight increase in the percentage of students with intermediate or advanced Italian, but the majority of IES Abroad Rome students has had no previous study of Italian. Consequently, very few IES Abroad students take courses at local universities. In an effort to change this, IES Abroad developed joint courses with Roma Tre that are taught in English and open to both IES Abroad and Italian students.

Given that the program continues to undertake many important developments and improvements, this is a key time for a program review. In addition to the standard charges below, the Committee is asked to focus on the quality and rigor of the academic program, the strength of the Italian language program, and the integration of IES Abroad students into the local student environment.

In preparation for the review, the Committee received a comprehensive set of program materials that included:

- U.S. Committee member biographies
- Program Review Schedule
- Charges to the Review Committee
- IES Abroad MAP
- IES Abroad Academic Policy Guidelines
- IES Abroad Rome top feeder schools (FA04-FA08)
- IES Abroad Rome top majors by semester (FA04-FA08)
- IES Abroad Rome top minors by semester (FA04-FA08)
- IES Abroad Rome language levels by term (FA04-FA08)
- IES Abroad Rome member school survey results
- IES Abroad Rome syllabi and faculty bios
- IES Abroad Rome program catalog
- IES Abroad Rome Get SET! Guide
- IES Abroad Academic Policy Guidelines
- IES Abroad Rome end-of-term program evaluation summaries (FA06-SU08)
- IES Abroad Rome student enrollments and grades in IES Abroad courses (FA06-SP08)
- Outside enrollment information (FA06-SP08)
- Internship placement information (FA06-SP08)
- Community-based Learning information (SP08)

Upon arrival in Rome the Committee received another set of program materials on CD-ROM that included:

- FA08 academic calendar
- Course listing for the 08-09 academic year
- Current course syllabi
- IES Abroad Rome Faculty qualifications (degree information)
- Basic guidelines for IES Abroad faculty
- Article on teaching to American students
- Information on academic day trips, with examples provided from the SP08 term
- Field studies archive
Report of the IES Abroad Rome Program Review, November 2008

- Complete information on internship and community-based learning placement opportunities
- Grading conversion scale
- Grade distribution analysis
- IES Abroad Academic Integrity code
- Information for IES Abroad Rome faculty on using the academic registration tool to record attendance
- Corsi singoli guidelines and university-specific corsi singoli information

The U.S. Committee, consisting of four representatives from IES Abroad Member institutions and the IES Abroad program dean for Rome, was joined by four IES Abroad Rome faculty members and two IES Abroad Rome students to form the full Committee. The group met formally several times during the week to review charges and discuss observations from the week. The formal schedule of events for the week included:

- Tour of the IES Abroad center
- Program overview presentation, provided by the Center Director
- Student Affairs presentation, provided by the Assistant Director
- Reception and dinners with IES Abroad faculty
- Visits to student housing and meetings with Italian Student Companions (ISCs)
- Attendance at all IES Abroad classes by at least one member of the U.S. Committee
- Tour of the Università degli studi Roma Tre
- Guest lecture from the founder of the Comunità di Sant’Egidio, one of the program’s community-based learning placements
- Visit to an internship and community-based learning placement
- Meetings with IES Abroad Rome students
- Field study observations

The schedule also allowed the Committee members to meet individually with IES Abroad staff, faculty and students as needed to gather more specific feedback about various aspects of the program.

The secretary of the Committee worked with the Committee chair to draft a report that was then sent to the full Committee for review and approval. This report represents the final and approved observations and recommendations of the full Committee.

**Overview of the IES Abroad Rome Program**

First and foremost, the Committee would like to thank Octavio di Leo and his very committed staff and faculty for their warm welcome in Rome and for their tireless efforts during review week. They displayed a professionalism, dedication and talent that was impressive and motivating for all who worked on this review.

The IES Abroad Rome program has evolved considerably since it was founded in 2003 and today it appears that the program has matured and is in the process of reaching its full potential as a premier study abroad program in Rome.

In his third year as director of the Rome program, Octavio di Leo is clearly committed to strengthening the academic quality of the program, to differentiating the program from its local competition, and to hiring the best and brightest staff and faculty in order to help him achieve this goal. In his opening statement to the
Committee he outlined several ideas intended to further strengthen the program, including investing more in faculty development and training, creating a sense of identity for IES Abroad faculty, focusing on language instruction as the core of the program, and continually assessing the curriculum in order to ensure that it is meeting the changing needs and interests of students.

The Committee recognizes that operating a study abroad program in Rome with a strong focus on academics and cultural integration is challenging. Not only do the city’s logistics make it difficult to run a tight program, but the city also has a reputation for attracting students who are eager to travel and socialize and perhaps less so to focus on academics. This said, one member of the Committee commented that she sees a clear distinction between the quality of the IES Abroad program and other providers in Rome and that the less serious students have started moving towards other programs in Rome. This is a clear sign that the Rome program is developing a strong reputation and moving in the right direction.

While the foundations of the program are very strong, the Committee identified areas that need further improvement or development in order to build a program that is solid across all areas of programming, that pushes students to reach their full potential, and that develops students’ intercultural competence.

With these aforementioned points in mind, the Committee presents its observations and recommendations.

I. Student Learning Environment

A. Pre-departure Information

Observations
Based on student feedback, The Get Set! Guide that is sent to students during the predeparture period is sufficient and comprehensive. There was some discussion about whether students preferred an on-line version or hard copy, and the response was shared. One possibility is to send students a copy in PDF that they can then download and print out if necessary. If an on-line version is created, then many important links could be added, such as cultural resources specific to Rome.

Some students were not aware that IES Abroad has an ambassador program for its prospective students, and others commented that it is unclear that students with no previous study of Italian can do an internship. The Committee recommends stating this more explicitly in the Get Set! Guide.

In terms of financial preparation for the semester, some students commented that the costs quoted in the guide are not accurate and that IES Abroad should include a range (high end, low end) so that students can plan their financial needs more realistically.

Given that students are very receptive to other students’ advice, the Committee recommends expanding the use of video blogs to capture students’ experiences in Rome. In an effort to promote internship opportunities, for example, IES Abroad could videotape the student presentations in the internship seminar that describe the internship placement and the benefits of participating in the program.
Students commented that the pre-registration process is very confusing since it's not clear which course listing information is accurate: the catalog, the website or the pre-registration form. The Committee recommends that IES Abroad clarify which course information is accurate and current and make this explicitly clear to students before they begin their pre-registration process.

Recommendations
- Make it clearer in the Get Set! Guide that IES Abroad has an ambassador program that students can access in order to learn more about the program.
- Make it clearer in the Get Set! Guide that internships are available to students with no previous study of Italian.
- Indicate that financial estimates are the base amount, not the average amount, since most students spend more than what is quoted in the Get Set! Guide.
- Expand the use of student video clips in order to highlight various aspects of the program on the IES website.
- Describe more clearly the pre-registration and on-site registration process so that students know what to expect.

B. Cultural Orientation

Observations
Currently, students arrive in Rome, spend a few nights in their housing, and then leave for a weekend trip to Assisi. The rationale behind this scheduling is that it allows students to move into their housing, to unpack their bags, and to have a few solid days of orientation in Rome before leaving for the weekend. The weekend trip is intended to give students a chance to meet each other, to get to know the staff, and to see the sites of Assisi. Some students commented that they find it overwhelming to travel to Assisi on the third day of the program and that they would rather have more time in Rome. They added that it is extremely hot there during the first days of September and consequently it would be better to hold this trip later in the term. Based on student feedback, the Committee recommends considering the advantages of holding the trip later in the term instead of shortly after students arrive.

Students liked the fact that the safety and security information was gender specific since this made it more comfortable for them to discuss sensitive issues. While the Committee feels that this is effective, it recommends sharing the same information with both groups so that the male students are aware of what's been told to the females and vice versa.

The guided walks in Rome are very popular, and students appeared eager to have more of these proposed by their Italian Student Companions (ISCs), student interns, staff, etc. In order to encourage students to become more involved in the local community, the Committee recommends sending updates via e-mail to all students regarding popular events during the week. Another suggestion is to create an online bulletin board where students can post announcements about upcoming events, find other students with similar interests, etc.

Recommendations
- Consider scheduling the field trip to Assisi later in the term or holding the orientation on-site so that students don’t have to leave Rome shortly after arrival.
• Coordinate more cultural activities (extracurricular) within Rome, accompanied by student interns, Italian Student Companions, faculty, etc.
• Send updates to students via e-mail to let them know what is happening in Rome on a weekly basis.
• Create a list-serve or message board for Rome students so that they can post announcements about upcoming events.

C. Instructional Quality

Observations
The Committee attended all IES Abroad courses and had a favorable impression of the courses as a whole. This said, the Committee observed a wide range of teaching styles and quality of instruction in the classroom. While all faculty are clearly qualified to be teaching their courses, not all of them are as effective as they could be. The Committee observed that some faculty are implementing a discussion-oriented methodology and using innovative ideas, such as simulations, to engage the students, whereas others are using the more traditional lecture-based style. Since the former encourages active participation and motivates students to come prepared and engaged to class, the Committee encourages a more discussion-oriented methodology so that students have the incentive to be prepared. It is recommended that faculty observe each other’s courses to learn about effective teaching methodologies.

Based on several discussions with students, it appears that they are not necessarily aware that their professors have such impressive credentials; consequently, they do not appreciate the fact that they are learning from some of the top experts in the field. Students also seem ill-prepared to handle the different teaching methodologies, with some of them expecting classes to be conducted exactly as they would be on their U.S. campuses. The Committee therefore recommends that IES Abroad reinforce during the academic orientation sessions the faculty members’ credentials and experience and prepare students for the different pedagogical styles that they will encounter in the IES Abroad classrooms.

With regards to academic rigor, there was a ride range of comments from the students. Some felt that the courses were not comparable to their courses in the U.S., but said this is appropriate given that the students are not only in Rome to study. In reviewing individual course evaluations, the Committee was surprised to see that on average students spend one to two hours outside of class each week on their IES Abroad courses. The Committee noted that few courses required students to come prepared having read specific readings or having completed assignments; as a result, the students were not engaged in discussion and were not following the lecture as well as they could be. The Committee felt that readings need to be incorporated into the weekly sessions so that students are coming prepared to class and ready to follow the lecture or participate in the discussion. This can also help students follow a lecture if the professor has an accent or can be difficult to understand at times. The Committee recommends conducting a review of all IES Abroad syllabi to ensure that these components are included.

The Committee feels that IES Abroad needs to work with faculty to state more clearly its guidelines and expectations with respect to academic rigor since this may mean something very different in the local academic environment, i.e., more independent learning versus continuous assessment.
Throughout the week several Committee members noted that students were arriving late to class, at times nearly halfway into the class session, without any apology or explanation to the professor. When this occurred, the professor did not stop the class or appear to disapprove of the lateness. This should not be tolerated since it can hold up the course, waste time, and prevent others from getting the instruction that they deserve. The Committee feels that enforcement of a lateness policy would send the message to students that their full presence in class is required, that tardiness will not be tolerated, and that every minute of class time is important. Although Rome has an attendance policy that is strictly enforced, the Committee recommends creating a lateness policy that is communicated to students and strictly applied throughout the semester as well.

The Committee wants to reiterate that the instructional quality on the whole is very strong, but since IES Abroad is striving for excellence, it feels that improvements can be made to further strengthen the quality and rigor of its courses.

Recommendations
- Create a policy regarding lateness and empower or require the faculty to strictly enforce the policy.
- Review all IES Abroad course syllabi to ensure that the required reading is appropriate to a 300-level course, that readings are assigned on a weekly basis, and that students are required to submit a written report during the term.
- Work to define academic rigor in the U.S. and work with faculty on expectations of academic rigor in the IES Abroad classroom.
- Elaborate on the academic preparation during the orientation period to help prepare students for the different pedagogical styles that they will encounter. Reinforce the faculty members’ credentials and experience so that they appreciate and recognize the level of instruction that they are receiving.
- Encourage faculty members to observe each other’s classes to see different teaching styles and to encourage exchange.
- Encourage faculty to utilize more discussion-based or interactive pedagogies.

D. Curricular Design and Integration

Observations
During the 2007-08 academic year, the Rome program implemented a new curriculum that grouped courses into five major departments: Italian Language; Art, Art History and Architecture; Literature, Media and Film; History, Political Science & International Relations; and Religious Studies and Sociology. The new curriculum reinforces the program’s strengths and clearly defines the major areas of focus. In addition to regrouping the courses into departments, the new plan requires all faculty to include at least two field study activities during the semester. This new initiative ensures that IES Abroad’s courses take full advantage of the rich local resources and that students make the connection between their course material and the living history of Rome.

The Committee feels that the current curriculum is strong, diverse enough to attract a wide variety of majors, and very attractive given the emphasis on incorporating a number of field study activities during the semester. There also is a good variety of 200- and 300-level courses that appear to meet most students’ needs in their major and also appeal to students as electives. The Committee observed, however, a disparity in preparedness of students, particularly in the art history courses, and feels that it would be beneficial to offer art history courses at the 200, 300 and 400
level, the latter being appropriate for art history majors. Other disciplines, such as literature or political science, could also benefit from 400-level courses with clear pre-requisites.

Octavio di Leo informed the Committee that the Rome program will be working with Santa Clara University to develop an honors course that will meet the needs and requirements of honors students from Santa Clara, but also be open to other IES Abroad students. The Committee feels that this is an exciting development for the Rome program and encourages IES Abroad to expand upon the honors offering in an effort to attract more driven and serious students to the program.

As the program continues to develop and expand its curriculum, one idea from the Committee was to offer a course on journalism that would take advantage of the rich local resources, as well as a media course that focuses on the idea of preserving cultural history. Both of these courses could have strong interdisciplinary components and exciting field study opportunities and would appeal to the growing number of journalism and communications majors.

Recommendations
- Explore the option of developing some 400-level courses in appropriate fields such as Art History, Religious Studies, and Political Science.
- Develop the honors program offerings in an effort to attract more focused and driven students to Rome.
- As the program continues to grow and develop, consider a new course in journalism or media.

E. Language Development Opportunities

Observations
Having identified the IES Abroad Rome language program as one of the strongest language programs in Rome, the Committee makes the following report and suggestions in the spirit of improving an already excellent program. The Committee also recognizes that many of these recommendations carry heavy financial commitments, and therefore may not be realistic in the immediate future. These suggestions are intended to help IES Abroad Rome shape the future development of its language program.

First and foremost, the full support of the Center director and academic dean who recognize the importance of Italian language instruction for IES Abroad Rome and strongly support enhancing the language Italian Studies components of the program is key to the success of the program.

The Rome program had the foresight as well to hire an excellent program coordinator, Daniela Curioso, who has succeeded in developing a strong and viable initial framework for the teaching of language and Italian Studies courses both logistically and pedagogically. The program also has a sufficient number of faculty to accommodate all class needs, and on the whole they are greatly appreciated by the students. The program boasts a full course offering which can accommodate all language level requirements while maintaining pedagogically viable class sizes, and the classrooms are all technologically equipped and conducive to interactive classroom teaching and activities. The Committee also reviewed a cohesive group of syllabi, uniformly detailed and well-expressed, that show consistency across levels.
The current language program consists of four-credit courses at the beginning, intermediate and advanced levels and two six-credit intensive language sections that are offered at the beginning and intermediate levels. Classes are taught Monday through Thursday which is the optimum solution from a pedagogical viewpoint. The option of three days per week, of which two would be for longer periods of time, offers good possibilities for the upper language levels and for the language intensive courses. It is not the optimum for the beginning language courses where a more frequent shorter class scheduling is preferable. Language tutors are available, should students need extra help, and immersion exercises are planned within the city of Rome, including film screenings, excursions, and planned activities.

The Italian Student Companions (ISCs), who are present in all student apartments, provide students with linguistic help and answers to cultural questions; this is important to the continuation of the students’ linguistic development.

Finally, the program recently introduced two Italian-taught content courses that are intended for students who are advanced enough to take courses taught in Italian, but too intimidated to take courses at the local universities. These courses are forming the base for an Italian Studies unit, which will be an important addition to the Rome program and something that other programs in Rome do not offer.

Based on conversations with faculty and students and from observations throughout the week, the IES Abroad Rome language program faces some difficult challenges:

- Italian 101 is the only course with a homogeneous group of students. All the other sections have students with disparate levels of preparation coming from varied home institutions.
- As language is a requirement, some students approach Italian languages classes with less than optimum motivation levels.
- A good percentage of the students is strongly opposed to the idea of mandated instruction in the target language thus making the implementation of proper language pedagogy methods very difficult.
- As the faculty is composed of very good instructors, they are independent contractors who are more inclined to teach with an independent style and are naturally less cognizant of a cohesive pedagogically homogeneous program.
- Finally, a systematic and homogenous (both in-house and through invitation of external workshop facilitators) faculty training and professional development is missing. The reasons for this always relate to the independent contractor nature of the language faculty contracts.

Recommendations

First Year Classes

1. Leave the current introductory classes in place for the standard study abroad student who has the preparation and motivational characteristics discussed above. Suggestion for these classes would be:
   - Adopt a more “typical” U.S. standard Italian textbook, such as Prego, which has instructions in English, and which these students and their home institutions would recognize more readily. In other words, rather than force pedagogical standards on students whose home institutions do not support these ambitions, provide them with basic classes which adapt better in style and content to what they are accustomed to and to the classroom realities to which they will be returning.
• Create a standard 'IES Abroad in Rome' series of extra-class activities which are all part of a cohesive and complete class component and are pedagogically supported by and integrated into the class syllabi.
• Create a standard and well-organized Teachers Manual consisting of: daily class plans, experiential learning excursions, standard tests, approved and integrated handouts, etc. and require weekly training sessions, etc.

2. Create a fully articulated intensive 101plus102, in the same semester, course for a total of 8 credit hours, intended to cover the first year curriculum in one semester. Benefits:
  • This control over the content of the whole first year would allow more experienced faculty to create a pedagogically optimal course without concerns of disparate levels of incoming student preparation.
  • This course would allow faculty the gratification of teaching to and demanding higher pedagogical level and academic content than the standard 101 and 102.
  • In response to the Program Director's inquiry of how to integrate technology into language teaching, this class and the current 150 would be ideal scenarios for this added level of instruction to occur.

3. Maintain the current 150: Intensive Italian for 6 credit hours as it as a valued additional course offering that Rome can advertise for students who want intensive Italian but are not able to commit to taking a full year in a semester.

Second and Third Year Classes
1. Create IES Abroad - Roma textbooks which offer IES Abroad Rome the opportunity to create something unique, homogeneous, and pedagogically innovative. This course sequence could become a signature course offering unique to IES Abroad.
  • The 201, 202, 301, 302 class series offers IES Rome the opportunity to create a linguistically guided sequence of "copyrighted IES Abroad texts", each on a different topic. The topic will vary over the four courses, while the underlying language track will be solid and uniform.
  • This book-writing opportunity allows IES the opportunity to highlight the talents of the strongest and most pedagogically up-to-date current teachers, thus giving them professional gratification and another reason to invest professionally in IES Abroad.

Upper Level Classes
1. Create a Language Across the Curriculum [LAC] parallel course, having the same credit hours as the content course, for at least one of the Italian-taught content courses: Theater, Architecture, Political Science. This would greatly enhance the participating students’ language acquisition as well as content comprehension and retention. Ideally those enrolled in the language class would be upper level students, with a minimum of four semesters of language prior to enrollment in these classes.
  • This requires that the instructor of the LAC course in a sense co-teach along with the instructor of the content class, creating a syllabus for the LAC course which runs parallel to the content class.
  • The LAC class would have more readings in Italian on the content topic and in-depth language elements which would enhance the comprehension of the content course. The suggested extra readings for the content course would become required readings for the LAC course. The objective of the LAC course is language work which increases the capacity to engage content.
• This frees the content course instructor from the concern of needing to teach language (for which they are not competent) and allows them to do what they do best - teach their subject matter.

2. Create 400-level Tutorials to assist the students who take the Roma Tre courses. These would be one credit hour courses which complement the three credit hour course of Roma Tre.
   • These are not parallel courses such as the LAC described above, rather they would be an ad hoc independent study created to highlight vocabulary and grammar specific to elements of the Roma Tre course.
   • This requires that the instructor have a copy of all the required texts for the Roma Tre course so that they can be used as material for the vocabulary/language enhancement work.
   • There could be a “final exam” for this one credit hour tutorial which could assist in “adjusting” or “translating” the final Roma Tre grade into more acceptable U.S. grade equivalents.

3. Create a full-immersion program, packaged totally separately, including:
   • Extensive internship work involving advanced use of language for six credit hours
   • An authentic content class in Italian, either at IES or at Rome Tre with the 400-level Tutorial (total four credit hours)
   • One IES Abroad Italian Studies course in Italian, with LAC parallel class (total of six credit hours)
   • One IES Abroad Italian Studies course
   • Italian family homestay option
   • Special passes and academic requirements involving Italian cultural institutes and events in Rome
   • Volunteer work which involves intensive Italian, which could be undertaken in lieu of another class
   • Little contact with the regular IES Abroad student body life. Mandate a structured and monitored language pledge system, similar to the one in use at Middlebury College

**General Observations and Suggestions**

• Equip all language classrooms with document cameras to enhance group work. If not economically feasible, four large easels per classroom would help and, if possible, one mobile document camera to be shared based on class need.
• Though it is understandable that IES Abroad needs to publish syllabi in English, all Italian courses should distribute syllabi in Italian-only to their students.
• ‘Only Italian Spoken’ should be enforced in all the classes, regardless of students’ bad habits from home institutions. Institute a Language Pledge for all, naturally of varying degrees according to the language level and program students are enrolled in.
• Create a series of Italian events for all students which could be used for extra credit work within classes. Ideas include: Italian cooking class and meal in the IES premises, guest speakers with Q&A, cultural events in the city, a film screening with preparation and post film discussion, etc.
• Institutionalize regular professional development training program amongst the faculty with organized workshops.
  o Institute a training-focused systematic visitation of each other’s classes in order to share in teaching methods and ideas.
o Externally conducted professional pedagogy workshops should also be instituted on a regular basis as this is the most commonly employed method to keep program faculty updated on latest pedagogical trends.

• Create a more developed and standard pedagogical curriculum for each class thus reducing the sense some students have that classes are not well planned (addressed in class suggestions above). The tradition of creating and distributing handouts for each class needs to be eliminated. Though they may be good, the overall impression to the American student is that of a confused class without a dependable core text.

• Empower language faculty to be more academically demanding in their classes.
  o Homework should be assigned daily and corrected on a regular basis (not in class).
  o Punctuality and attendance should be expected and standardized throughout all language classes.
  o Faculty should never feel they need to teach “to the student evaluations” so that imposing academic rigor does not become a reason for student complaints against them.

• Create the opportunity for more systematic in-language experiential learning outings in Rome, and encourage students to organize these themselves. The language outings should be regular and clearly integrated into class content.

• Institute regular and clearly indicated (on class syllabi) office hours with faculty so that students can get language assistance directly from the professors.

• Though there is a healthy pedagogical dispute on the appropriate and most effective manner in which language structure mistakes should be corrected, it would be helpful if there were a more concerted focus on correcting students’ linguistic mistakes. When students verbalize during group work, blatant errors should not go unaddressed. The absence of a transparent and systematic approach on this issue is perhaps the result of the language faculty’s lack of communication with the host institution language counterparts therefore there is no sense of what home institutions expect their students to achieve while in Rome.

• Require the purchase and use of dictionaries in all Italian language classes and classroom activities.

• Make it clear in the language faculty contracts that the language classroom environment is Italian-only and that English should not be tolerated.

F. Internships

Observations
Silvia Zanazzi, the current internship coordinator and seminar instructor, should be praised for running not only a very imaginative, highly professional and remarkable internship program, but for creating one with strong academic underpinnings as well. The Committee commented that they had not seen internship programs of this level elsewhere and that this is one of the pillars of the Rome program.

The internship program provides unique opportunities that are tailor-made to both students’ educational and professional goals and interests. Many of the placements foster significant language acquisition, and all of them take advantage of the richness and complexity of Rome. It is apparent that Silvia interviews and gets to know her students thoroughly before recommending a placement and that she exercises strong judgment in identifying students who are not ready or able to commit to an internship.
During the review week members of the Committee attended the seminar and listened to individual presentations by students that highlighted the responsibilities at their placement, how the internship is related to their major or professional goals, and what they have accomplished thus far in their placements. The student testimonials were extremely moving as they described their cognitive, inter-personal, intra-personal and inter-cultural development.

The seminar is designed to challenge students’ level of engagement, understanding of their placement, and ability to analyze their experience on multiple levels. Silvia guides the whole experience from beginning to end and makes the students accountable for reporting on their goals at the end. Through weekly readings and assignments, Silvia also ensures that students have a deep understanding of current issues, i.e., labor conflicts, educational mandates, etc. that give them a deeper level of engagement in their placement. One idea is to have students take their placement presentations one step further in terms of analysis by compiling a portfolio of their work that includes background information on the placement, description of work done, etc. that students can share with home school.

The primary concern of the Committee is that students only earn three credits for the internship experience. Although the Committee understands that credit is awarded for work completed in the seminar, not at the host placement, they argued that the student’s practicum requires significant academic work as well: scientific research, academic research, high-level editing jobs, etc. In light of the commitment required for the internship, the Committee strongly recommends that students earn a full six credits for the program. If the transfer of six credits is problematic to some U.S. institutions, then the Committee recommends that the US institution be allowed to transfer either three or six credits for the program, but that six credits appear on the IES Abroad transcript. Given the amount of time required to commute to the placement, prepare for the responsibilities and complete the required work of the seminar, it makes sense to award six credits and to allow them to take one less course during the semester.

The Committee commented that this is the highest-level academic component of an internship program that they have seen in their work with various study abroad providers and that it is an exemplary model that should be used on other programs. In order to promote this more effectively to prospective students, the Committee recommends video-taping the student presentations and posting the video on IES Abroad’s website.

Recommendations
- Allow students to earn more than three credits for an internship, based on the total number of contact hours each week.
- Options and availability should be better communicated during the pre-departure phase that English-language placements are available.
- Film students’ presentations and have IES Abroad create a promotional piece from this that can be used for prospective students.

Community-Based Learning Experience

Observations
IES Abroad Rome’s community-based learning program provides opportunities to become involved in one of two local organizations that are dedicated to helping the underserved population in Rome: the Comunità di Sant'Egidio and the Salvation Army. In its third year, the program attracts roughly three to five students each
term. A mandatory seminar provides students with important theoretical components that are closely linked to their work.

The Committee members observed the seminar and said that it provides important social theory about the players in a community and includes robust theoretical content. They added that the seminar instructor is working with rather complex and challenging material, and as such it seems difficult to tie the theoretical content to the students’ experience. Students participating in the program said it was exactly what they were looking for in terms of a community-based learning project and that they valued the theoretical components of the seminar. Students enhanced their language learning through surveys they conducted with members of their community, and they felt that field studies were an important and integral part of the course.

During the review week the Committee was fortunate to attend a guest lecture by Dr. Claudio Betti, founding member of the Comunità di Sant’Egidio, a lay Catholic association established in Rome in 1968 in order to assist the poor and marginalized. The presentation by Dr. Betti was engaging, inspiring, and highly motivating and it left students wondering how they could become more involved in community service efforts. The Committee feels that Sant’Egidio is a highly impressive organization and that IES Abroad students are privileged to have this opportunity. In order to build interest in this program, the Committee recommends promoting it more heavily in its materials and emphasizing the strength and caliber of the organization and Dr. Betti’s leadership.

**Recommendations**
- In IES Abroad materials, work to further distinguish the community-based learning and internship programs and promote more strongly the exceptional opportunities of the community-based learning program.
- Encourage the seminar instructor to work on clearer integration between the theoretical and practical components of the program.

**G. Field Study and Field Trips, Engagement in IES Sponsored Cultural and Social Activities**

**Observations**

**Field Studies**
In order to integrate numerous field study activities into the curriculum each term, IES Abroad Rome has adjusted scheduling so that each area studies courses meets for one one-hour session and one two-hour session each week. This format allows the professor to use the one-hour session for in-class lectures and the two-hour session for guided field study in Rome. While most faculty coordinate two to five field studies each term, a few courses hold nearly half of the class sessions in the field. During the fall term, 30 minutes was built into the schedule for passing time so that students could get from class to field study activities in time, but given the complexity of commuting within Rome, the passing time will be increased to 45 minutes in the spring. The Committee strongly supports this since it witnessed a number of field study activities where students were arriving late.

In order to ensure that field study activities do not overlap and that faculty are supported in planning their events, IES Abroad has a staff person who dedicates part of her time to coordinating field study activities.
Some faculty commented that they are careful about planning field study visits to the same sites as other professors since they want to avoid overlap. The Committee felt that there are advantages to having different courses visit the same site since the students would see it from multiple perspectives. The Committee advises that faculty not worry about overlap as long as the visit is closely related to the course content.

The Committee noted a clear lack of field study activities in the social sciences. Although it is more difficult to plan relevant field studies in these disciplines, the Committee recommends encouraging and assisting faculty in these fields to incorporate visits into their course designs.

At a field study to the Vatican museum, one Committee member noted that it was difficult to hear since the professor had to speak quietly and there were too many students to huddle around the professor. Budget permitting, it is recommended that IES Abroad purchase headsets that students can wear during relevant field study visits.

The Committee commends the Director’s commitment to field study activities. Not only are field studies required of every professor, but they are strongly supported by IES Abroad and the result is a high quality program that gives students unique insights into Rome and its surrounding areas.

Field Trips and Study Tours
In his opening presentation to the Review Committee, director Octavio di Leo indicated that IES Abroad is considering changing the format of its field trips from multiple two- to three-day trips during the semester to a mandatory one-week faculty guided study tour. The study tours would be offered for each major area of study and would be led by one or more faculty members in the relevant disciplines. After discussing this at length with faculty and students, the Committee feels that the week-long format, whether for logistical or pedagogical reasons, is not the optimal solution. Students felt that it would be difficult to stay engaged in a week-long faculty guided study tour and that multiple day trips would be preferable. IES Abroad faculty expressed concern that the timing of the study tours is critical since it must be aligned with the course content, and that it would be difficult to schedule one week during the term that would work for all courses. Instead, both faculty and students encouraged IES Abroad to maintain several shorter trips during the semester but perhaps to increase the presence of IES Abroad faculty on these trips to ensure strong academic content.

Engagement in IES Abroad-Sponsored Activities
Regarding students’ engagement in IES Abroad sponsored activities, the Committee feels that the Italian Student Companions and student interns do a very effective job of announcing cultural events during the semester and of integrating students into the local student environment. The IES Abroad staff also coordinates social events throughout the semester. In order to ensure that all students are aware of the social announcements, whether from staff, faculty or interns, the Committee recommends sending out announcements via e-mail or creating a virtual bulletin board where students can post announcements.

Recommendations
- To the extent possible, ensure that field studies are an integral part of courses in the social sciences.
• Budget permitting, purchase headsets for students to wear in quiet placements so that they can hear more easily.
• Coordinate several two- to three-day field trips during the semester instead of a week-long study tour.
• Announce weekly events via e-mail or create an on-line bulletin board for students to post their announcements.

H. Involvement in Other Academic, Political, Economic Activities

Observations
Through the internship and community-based learning programs, as well as through special guest speakers and academic events, students are exposed to the local political, economic and academic environment. The Committee simply recommends that IES Abroad continue to promote the experiential learning programs and continue to support the guest lecture series since these provide rich learning opportunities for the students.

I. Study in Local Universities

Observations
IES Abroad Rome has a unique and wonderful relationship with the Università degli Studi Roma Tre (Roma Tre), which is built on a reciprocal agreement that allows IES Abroad students to enroll in Roma Tre courses and Roma Tre students to enroll in IES Abroad courses. IES Abroad is in the process of working closely with the university to identify IES Abroad courses that will meet the major requirements of several majors and for which Roma Tre students will earn a special certificate provided by IES Abroad. IES Abroad and Roma Tre also offer two joint courses, with the first half being held at the Roma Tre campus and the remainder of the course being held at IES Abroad.

In addition to the academic advantages of this agreement, Roma Tre is also partnering with IES Abroad to find internship placements for its students. Roma Tre students have the opportunity to intern at IES Abroad or to serve as Italian Student Companions in IES Abroad apartments.

The Committee saw a strong potential with Roma Tre given its impressive infrastructure, libraries, classroom, etc., but acknowledged that the campus is far from the IES Abroad Center and that it’s not likely that many IES Abroad students will want to commute to the campus on a regular basis. Consequently, the greatest potential with Roma Tre seems to be in developing the joint courses, accepting their students as interns or ISCs, and identifying courses in which Roma Tre students can enroll in order to further IES Abroad students’ integration and exposure to Italian students.

IES Abroad students with advanced Italian can also take courses at Università degli studi di Roma 1 – La Sapienza, but given the size and chaotic structure of the university it’s not likely that this will happen often.

Finally, students have access to Rome University of Fine Arts, a private fine arts school located in the Nomentana neighborhood of Rome. The Committee did not visit during review week since it learned that the school is likely to close in the near future. If this happens, IES Abroad will need to identify other fine arts schools where studio art majors and minors can take courses required for their major. In terms of
developing new university partners, the Committee recommends considering private religious schools in Rome, which would strengthen the religious studies unit.

Recommendations
- Continue to foster the relationship with Roma Tre since it is very promising and has great potential in the area of student exchange.
- Identify other fine arts schools for studio art majors in the event that the current school closes.
- Consider partnering with a private religious school in Rome in order to strengthen the religious studies unit.

II. Resources for Academic and Student Support

A. Faculty Qualifications

Observations
The Committee notes that the Rome program strives to hire local faculty or faculty with an international background in order to provide students with an education different from the one that they would receive at home. The Committee felt that all faculty are extremely well qualified and knowledgeable in their fields, but that there is a broad range of quality in terms of their teaching capabilities. While many faculty members are using newer methodologies that encourage student interaction and continual assessment, other faculty are not as effective as they could be. Some students showed little patience for different teaching styles and also complained that one or two professors have strong accents. The Committee recommends that IES Abroad reinforce its academic preparation of students – both in the pre-departure and on-site materials – by emphasizing the credentials of its faculty and the fact that pedagogies will vary, some faculty will have accents in English, etc.

Based on student feedback, it appears that students would appreciate and benefit from set office hours with faculty, which currently do not exist. The Committee recommends that faculty set up office hours – minimal at first – and meet with students on an as-needed basis. If students are assigned research papers, for example, this would be an effective means of providing guidance and assistance.

One faculty member expressed concern that she had not seen her course evaluations from the previous semester. The IES Abroad staff reminded the professor that evaluations are always available to faculty at the end of the term and that faculty are expected to review these. In the event that some faculty are not systematically reviewing their evaluations, the Committee recommends that faculty be reminded of this during the faculty meetings each semester.

A number of the Rome faculty have benefitted from IES Abroad-sponsored faculty development activities over the last several years, and the Committee recommends continuing to support these opportunities. The Committee also encourages faculty to observe each other’s courses, especially in like fields, to see first-hand the different effective teaching styles. Given that faculty expectations varied a great deal as well, the Committee feels that the faculty would benefit from a clear set of standards and expectations, provided by IES Abroad.
Recommendations

- Establish faculty office hours and encourage students to meet with faculty on an as-needed basis.
- Remind faculty that all course evaluations are available at the end of the term and that faculty are expected to review these and to discuss any questions or concerns with the director.
- Encourage faculty to observe each other’s courses, especially in like fields.
- Have IES Abroad reinforce its academic orientation materials to explain the different pedagogical styles and to emphasize the impressive credentials of its faculty members.

B. Administrative Staff Qualifications

Observations

Without exception the administrative staff is of excellent quality and it is apparent that they are all very committed to their work, the students and the organization. The staff are all very well qualified for their respective positions and bring a great variety and depth of experiences to the Center.

The Committee applauds their professionalism, friendliness, manners, and tremendous efforts with students.

C. Academic Advising (registration) and Counseling

Observations

Students appeared confused about the pre-registration and on-site registration process in terms of which course listing is final and how priority is given for final course enrollment (major requirements, date pre-registration was submitted, etc.).

The staff commented that the process has been improved considerably by making available the IES Abroad course schedule at the time when students are pre-registering for their courses. However, it seems that IES Abroad Chicago can improve its pre-departure information to further clarify the processes during the pre-departure and on-site phases.

Recommendations

- Explain more clearly to students in their pre-departure materials the on-line registration process as well as the on-site registration process.

D. Center Staff Size

Observations

The Center staffing is very adequate and appropriate given the physical size of the Center and the size of the program. Although one staff person is dedicated to managing the Center space, including IT needs, he does not have enough time to fully support staff and faculty in their IT needs, nor is he trained to do so.

The Committee witnessed a number of courses where faculty had difficulty with their classroom equipment and this caused serious delays in starting class. If IES Abroad is going to expect faculty to use a number of multi-media tools in the classroom, then the Committee recommends that IES Abroad put in place someone who can fully support their needs. One possibility is to hire someone to live on-site who can serve as guardian of the Center and also support IT needs during the Center hours.
This solution also would allow the Center to remain open later in the day so that students have an area to study. Another idea is to hire an IT student from Roma Tre who can intern or work part-time in order to support the Center’s IT needs.

**Recommendations**
- Hire an intern or part-time employee to provide IT support to staff and faculty.

**E. Center Facilities**

**Observations**
The Committee has nothing but praise for the Center space. Not only is the location ideal, but the Center facilities are spacious, well designed, and highly functional. The availability of a roof-top terrace is also an exceptional feature in the heart of Rome, and students seem to take every opportunity to enjoy the terrace for lunch, studying, socializing, etc. The computer room and student lounge are also heavily utilized during all hours of the day. The Center’s auditorium allows IES Abroad to host guest lectures, to assemble students together at one time, and to host other important cultural events.

The only comment from students is that they would like to have the Center open past 5:30 in order to use the space to study. This seemed like a reasonable request, provided that IES Abroad can put in place a staff member or intern who stay past 5:30 in order to students to have access to the study room.

**Recommendations**
- Consider extending the Center’s office hours so that students can study past 5:30 at the Center.

**F. Access to Local Educational and Cultural Institutions**

**Observations**
The access to local educational and cultural institutions provided by IES Abroad is excellent. IES Abroad ensures that students are exposed to the cultural diversity of Rome, whether through enrollment at several outside institutions, through diverse field study activities in Rome, or through its exceptional internship and community-based learning programs.

**G. Library Resources**

**Observations**
The Center hosts a small resource Center in the corner of the computer room that is staffed by student interns. Although IES Abroad purchases the books requested by faculty, the reserve is very modest and inadequate for any kind of research project. The Committee is concerned that the lack of resource materials discourages faculty from assigning research projects, but some students said that they access research materials via their on-line library in the U.S.

One idea to build IES Abroad’s library collection is to maintain a list of needed books for the library and then encourage students and alums to donate books to the library. A different solution is to see if IES students can have access to some of the on-line libraries in Rome, including at Roma Tre. Given the costs associated with building an adequate library at the Center, the Committee urged IES Abroad to
consider getting access to the American Academic Library or the British Council Library.

**Recommendations**
- Explore whether IES Abroad students can have access to some of the on-line libraries in Rome.
- Develop a library donation program whereby students would donate one book to the library at the end of the term.
- Pursue whether it’s possible to provide access to the American Academic Library or to the British Council Library.

**H. Instructional Technology**

**Observations**
The Committee was pleased to see that the new Center space has wireless connection in the common areas and that all classrooms have an LCD, laptop and TV monitor. The Committee felt that IT was better than at most study abroad providers, but added that it’s important to support IT, especially in the classrooms, so that it’s working at all times.

In terms of educational technology, one suggestion was to purchase a document camera that allows the professor to project the image from a book or any other document without having to scan it first. This is a very effective visual aid, especially in art history courses or the language courses. With regards to the art history courses, the Committee felt that projection capabilities could be enhanced to create larger images with higher resolution.

**Recommendations**
- Budget permitting, purchase a document camera for use in art history and Italian language courses.
- Improve the size and quality of projections in the art history courses.

**I. Housing**

**Observations**
The Committee broke into two separate groups and each group visited at least three apartments and one homestay in order to have an appreciation for the variety of IES Abroad housing. The Committee felt that the overall quality of apartments is strong but that the size varies greatly, from rather small apartments in Trastevere to spacious and beautiful apartments that are located in neighborhoods a bit further from the IES Abroad Center. The Rome staff explained that each apartment has its strengths and attractive features and that the spaciousness of the apartment typically reflects the standard housing of that particular neighborhood. Regardless of size or location, all apartments have Internet connection and are very clean and appropriate for students.

In order to create smaller communities within the greater community of Rome, IES Abroad clusters its housing assignments so that students can get to know other IES Abroad students and their ISCs and also commute with them to the IES Abroad Center, return together at night, etc. Students commented that they appreciated this effort since they felt less isolated and they also had an immediate social network within IES Abroad.
Each IES Abroad apartment has an Italian Student Companion (ISC) whose role is to help IES Abroad students adapt and integrate into the local student environment. The ISCs welcome students in their apartments and cook them a meal when they arrive from the airport on the first day, and throughout the semester they introduce them to their friends, inform them of cultural opportunities, and help them with their Italian language skills. Students who are living in homestays are assigned to an ISC so that they are included in the cultural activities as well. Although student feedback about their ISCs was mixed, most students were very positive about their Italian roommates and pleased to have this local contact and exposure to the Rome community. Up until the fall term all ISCs were from local universities and learned about the opportunity through word of mouth; moving forward, though, the ISC role will be offered to students from Roma Tre who will apply to be an ISC and earn internship credit through Roma Tre. The ISC applicants will not only be screened by Roma Tre, but they also will be carefully interviewed by IES Abroad. This will ensure that the candidates are motivated, serious, and of high quality.

The homestay placements visited were warm, personable, and very comfortable for the IES Abroad students. The students were clearly considered a member of the family and included in weekend outings and other family events, and the students commented that the homestay was key in helping them improve their Italian language skills. Up until the past semester, most homestay placements were located relatively far from center of Rome, with students spending up to one hour each way to get into Rome. As of the fall 2008 term, however, most of the homestay placements were located in much more central locations, which greatly reduced commuting times for the students. The Committee encourages IES Abroad to continue to centralize its housing in an effort to reduce commuting time and also to reduce the impression of isolation.

Recommendations
- Continue to avoid using placements that are further outside of the city center since these students not only feel isolated from the other students, but have a much longer commute.

J. Student Qualifications

Observations
The Committee noted a cross-section of American university students with varied levels of linguistic and cultural preparedness. They commented that the 3.0 GPA requirement is very important since it helps maintain the quality of the student body.

K. Health and Safety

Observations
Students are well supported in this area through pre-departure materials, orientation sessions, preventative sessions, and the availability of on-site staff who are fully trained to provide the necessary support. IES Abroad has a list of English-speaking physicians, psychologists and specialists who provide excellent care to IES Abroad students as well.

During review week one faculty member expressed concern that she hadn’t received timely intervention or guidance from the IES Abroad staff in handling a difficult student. The Committee recommends that the Rome staff work with faculty during
the faculty meetings to remind them of the support that is available and to ensure that they are following proper protocols and informing staff in a timely manner.

Recommendations
- Remind faculty that IES Abroad Rome has staff to assist them with difficult student cases and also remind them of the procedures to follow to ensure that the staff are informed in a timely manner.
The Committee respectfully submits its report on the IES Abroad Rome program to the Academic Council for its review and approval.

We, the undersigned members of the IES Abroad Rome Review Committee, endorse the recommendations outlined in this report.

**U.S. Committee Members**
**Ms. Barbara Colyar (Chair)**
Director of Study Abroad
Santa Clara University
Member of IES Abroad Academic Council

**Ms. Megan Leff (Secretary)**
Program Dean for Rome
IES Abroad Chicago

**Dr. Steven Ostrow**
Chair, Art History Department
University of Minnesota

**Dr. Judith Raggi Moore**
Senior Lecturer, French & Italian
Emory University

**Dr. Eliza Willis**
Professor, Political Science Department
Grinnell College

**IES Abroad Rome Committee Members**
**Dr. Arianne Conty**
Professor of Religious Studies
IES Abroad Rome

**Ms. Daniela Curioso**
Professor of Italian Language &
Italian Language Coordinator
IES Abroad Rome

**Mr. Gianni Ponti**
Professor of Archaeology & Architecture and
Academic Dean
IES Abroad Rome

**Dr. Mattia Toaldo**
Professor of Political Science
IES Abroad Rome
IES Abroad Rome Student Committee Members

Peter Tulley  
Fall 2008 IES Abroad Rome Student  
Georgetown University

Jayme Lehman  
Fall 2008 IES Abroad Rome Student  
University of Minnesota
Attachment A: Charges to the IES Abroad Rome Program Review Committee

I. Student Learning Environment

A. Pre-departure Information
   1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
   2. IES Abroad information begins to prepare students for the challenge of crossing cultures.

B. On-site Cultural and Academic Orientation
   1. IES Abroad Center conducts an extensive initial orientation program for its students that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development.
   2. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
   3. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., travel, eating, attendance at local cultural events).
   4. The IES Abroad Center provides on-going opportunities to discuss cultural adaptation.
   5. The intensive language program is sufficient and appropriate for students at all levels of proficiency.

C. Instructional Quality
   1. IES Abroad faculty are evaluated by student surveys for each course they teach and Center director reviews evaluations.
   2. IES Abroad faculty expectations of student work are rigorous.
   3. IES Abroad faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
   4. IES Abroad faculty utilize instructional technology when appropriate in their teaching.
   5. IES Abroad faculty are encouraged to meet formally and informally to discuss pedagogy, course content, and student progress.
   6. Class experiences make effective use of location through field study and local cultural institutions.
   7. IES Abroad Academic Guidelines are appropriately applied and enforced.

D. Curricular Design
   1. Academic program is designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
   2. Academic program is designed to encourage independent learning.
   3. Academic program is designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
   4. Course content and curriculum reflects the variety of cultures of the host country.
   5. Out of classroom activities are integrated with in-class course work.
   6. Sequence of courses and learning experiences are designed for academic credit at IES member and affiliate member schools and other U.S. institutions.
7. The curriculum meets the needs and interests of current and potential IES Abroad students.

E. Language Development Opportunities
   1. Language instruction, when appropriate, is integrated into all courses and IES Abroad activities.
   2. In language development courses, students gain a perspective of the host country’s values, history, culture, and current status.
   3. Students are provided out-of-classroom opportunities to develop oral, listening, and writing skills in the language of the host country.
   4. Tutoring and/or other forms of academic assistance for language students is provided to assist them in taking courses in the target language.

F. Internships
   1. Internships and placements give IES Abroad students the opportunity to participate in and to critically observe a segment of the work force in the host country.
   2. Internships make effective use of location and local resources.
   3. Internships include an academic component that follows IES Abroad guidelines.
   4. Internships help develop intercultural cognitive and interpersonal skills.
   5. Internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site.
   6. Internship sites meet IES Abroad workplace standards.

G. Field Study and Trips
   1. Field studies reinforce the IES Abroad Academic Center’s academic goals and students’ intercultural development.
   2. Supervised field study is integrated into the academic program.
   3. Staff guides are qualified to lead field trips.
   4. Field trips meet IES Abroad safety standards for supervised travel.
   5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES Abroad -Sponsored Cultural and Social Activities
   1. The IES Abroad Academic Center organizes activities that facilitate student engagement in the local culture.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
   1. Students are given guidance and directions for involvement.
   2. Representatives of local institutions are members of the faculty.
   3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution
   1. The IES Abroad Center offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus.
   2. IES Abroad staff encourages students to be ambassadors for the country where they studied.
   3. IES Abroad staff provides an environment for reflecting on and sharing the cognitive and intrapersonal aspects of their experience.
II. Resources For Academic and Student Support

A. Faculty Qualifications
1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
2. The scholarly achievements of academic faculty meet local university or equivalent standards.
3. Academic faculty generally are currently engaged in scholarship.
4. Faculty are selected to teach IES Abroad courses based on their ability to teach and their commitment to the IES Abroad goals and standards.
5. Faculty are involved in developing new courses according to the IES Abroad Academic Center’s curriculum design for approval by the Curriculum Committee.
6. Faculty are sensitive to gender and cultural differences among students.
7. Professionals who teach professional classes have relevant experience in their field of expertise.

B. Administrative Staff Qualifications
1. The IES Abroad Academic Center director and staff are collaborative and mutually reinforcing in meeting student needs.
2. Center director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
3. Center director and staff are committed to study abroad and the development of intercultural competence skills.
4. Center director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
5. Center director and staff members participate in annual performance evaluations.
6. Center director has appropriate administrative experience and appropriate academic experience.
7. Center director has credibility at local universities.
8. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Academic Center program in that context.
9. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

C. Academic Advising
1. The IES Abroad Academic Center advisors to students on course requirements have the necessary academic qualifications.
2. Advisors to students are knowledgeable about IES Abroad courses and requirements.
3. Advisors to students on university enrollment are knowledgeable about local university rules and requirements and the local academic culture.
4. Advisors are familiar with the IES Abroad Academic Policy Guidelines.
5. Advisors are readily available to students.
6. Center staff is sufficiently knowledgeable about the local academic requirements to appropriately assist students.

D. IES Abroad Academic Center Staff Size
1. The ratio of staff-to-students is in the range of 1 to 20, allowing for economies
of scale.
2. The size of the staff is appropriate for the types of programs offered.

E. IES Abroad Academic Center Facilities
1. A private office is available to the IES Academic Center director and staff for consultation and advising students.
2. Faculty have a desk in a private room for advising students.
3. Students have a place where they can gather and meet informally.
4. Classrooms are adequate for IES courses.
5. The IES Abroad Academic Center is well located for student access to the local culture.
6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
7. Center facilities meet IES Abroad safety standards.
8. Reasonable accommodation will be attempted to meet the needs of students with physical disabilities.

F. Access to Local Educational and Cultural Institutions
1. IES Abroad has written agreements with universities for course enrollment and credit.
2. IES Abroad has agreements (preferably written) with universities for access to sponsored activities and student clubs.
3. IES Abroad has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.
4. IES Abroad provides information regarding cultural opportunities.

G. Library and Resource Center
1. Resource Center contains up-to-date reference books.
2. Students have access to one or more libraries at local universities and relevant research centers.
3. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
4. Students have access to specific collections necessary for class assignments.
5. Resource Center hours are convenient for students, within bounds of building security.
6. Books and periodicals are adequate for students to complete the course requirements.

H. Instructional Technology
1. Students have access to computers in a quiet working area.
2. Students have access to e-mail, audio-visual materials, the Internet, databases and other digital resources.
3. Instructional technology is available for faculty use.
4. Faculty have use of photocopy machine for coursework.

I. Housing and Home Stays
1. Students have a place to live that meets the IES Abroad standards of safety.
2. Public transportation is readily available.
3. Housing arrangements offer the opportunity for international exchange.
4. Contracts with housing providers adhere to laws of host country.
5. Housing is well located for student access to local culture.
6. Housing is evaluated and inspected regularly.
7. Host families and apartment mates meet IES Abroad criteria.
J. Student Qualifications
   1. Students meet minimal GPA as specified by IES Abroad.
   2. Students have sufficient academic preparation at the home institution before enrolling.
   3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
   4. Students are in good standing at their home institution.

K. Health
   1. Students have adequate health insurance.
   2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.
   3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.
   4. Students with individual health concerns are provided pre-departure guidance and assistance.
   5. IES Abroad Center staff follows IES Abroad guidelines on health.

L. Safety and Risk Management
   1. IES Center staff enforces IES Abroad Code of Student Responsibility on sexual harassment and all IES policies.
   2. IES Abroad provides 24/7 coverage at all Centers.
   3. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
   4. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES Abroad Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior, and information technology.
   5. IES Abroad Center administrative and teaching staff members are informed of all safety and emergency procedures.
   6. IES Abroad Center administrative staff members inform students about local safety concerns.
   7. IES Abroad Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures.
   8. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.
Attachment B: Summary of Recommendations of the IES Abroad Rome Review Committee

I. Student Learning Environment

A. Pre-departure Information
   • Make it clearer in the Get Set! Guide that IES Abroad has an ambassador program that students can access in order to learn more about the program.
   • Make it clearer in the Get Set! Guide that internships are available to students with no previous study of Italian.
   • Indicate that financial estimates are the base amount, not the average amount, since most students spend more than what is quoted in the Get Set! Guide.
   • Expand the use of student video clips in order to highlight various aspects of the program on the IES website.
   • Describe more clearly the pre-registration and on-site registration process so that students know what to expect.

B. Cultural Orientation
   • Consider scheduling the field trip to Assisi later in the term or holding the orientation off-site so that students don’t have to leave Rome shortly after arrival.
   • Coordinate more cultural activities (extracurricular) within Rome, accompanied by student interns, Italian Student Companions, faculty, etc.
   • Send updates to students via e-mail to let them know what is happening in Rome on a weekly basis.
   • Create a list-serve or message board for Rome students so that they can post announcements about upcoming events.

C. Instructional Quality
   • Create a policy regarding lateness and empower or require the faculty to strictly enforce the policy.
   • Review all IES Abroad course syllabi to ensure that the required reading is appropriate to a 300-level course, that readings are assigned on a weekly basis, and that students are required to submit a written report during the term.
   • Work to define academic rigor in the US and work with faculty on expectations of academic rigor in the IES Abroad classroom.
   • Elaborate on the academic preparation during the orientation period to help prepare students for the different pedagogical styles that they will encounter. Reinforce the faculty members’ credentials and experience so that they appreciate and recognize the level of instruction that they are receiving.
   • Encourage faculty members to observe each other’s classes to see different teaching styles and to encourage exchange.
   • Encourage faculty to utilize more discussion-based or interactive pedagogies.

D. Curricular Design and Integration
   • Explore the option of developing some 400-level courses in appropriate fields such as Art History, Religious Studies, and Political Science.
   • As the program continues to grow and develop, consider a new course in journalism or media.
E. Language Development Opportunities

First Year Classes

- Leave the current 101 and 102 classes in place for the standard study abroad student.
  - Adopt a more “typical” US standard Italian textbook, such as *Prego*.
  - Create a standard ‘IES in Rome’ series of extra-class activities which are all part of a cohesive and complete class component and are pedagogically supported by and integrated into the 101 and 102 class syllabi.
  - Create a standard and well-organized Teachers Manual consisting of: daily class plans, experiential learning excursions, standard tests, approved and integrated handouts, etc. and require weekly training sessions, etc.

- Create a fully articulated intensive 101plus102, in the same semester, course for a total of 8 credit hours, intended to cover the first year curriculum in one semester.

- Maintain the current 150 Intensive Italian for six credit hours.

Second and Third Year Classes

- Create IES Abroad - Roma textbooks which offer IES Abroad Rome the opportunity to create something unique, homogeneous, and pedagogically innovative.

Upper Level Classes

- Create a *Language Across the Curriculum* (LAC) parallel course, having the same credit hours as the content course, for at least one of the Italian-taught content courses: Theater, Architecture, Political Science.
- Create 400-level *Tutorials, or Independent Study* courses to assist the students who take the Roma Tre courses.
- Create a *full-immersion program*, packaged separately, to attract Italian language majors and students interested in fully integrating during their semester in Rome.

General Suggestions

- Equip all language classrooms with document cameras to enhance group work. If not economically feasible, four large easels per classroom would help and, if possible, one mobile document camera to be shared based on class need.
- Though it is understandable that IES needs to publish syllabi in English, all Italian courses should distribute syllabi in Italian-only to their students.
- ‘Only Italian Spoken’ should be enforced in all the classes, regardless of students’ bad habits from home institutions. Institute a *Language Pledge* for all, naturally of varying degrees according to the language level and program students are enrolled in.
- Create a series of Italian events for all students which could be used for extra credit work within classes. Ideas include: Italian cooking class and meal in the IES Abroad premises, guest speakers with Q&A, cultural events in the city, a film screening with preparation and post film discussion, etc.
- Institutionalize regular professional development training program amongst the faculty with organized workshops.
- Create a more developed and standard pedagogical curriculum for each class.
- Empower language faculty to be more academically demanding in their classes.
- Create the opportunity for more systematic *IES style in-language Experiential Learning outings in Rome*.
- Institute regular and clearly indicated office hours with faculty so that students can get language assistance directly from the professors.
• Focus on correcting students’ linguistic mistakes so that blatant errors do not go unnoticed.
• Require the purchase and use of dictionaries in all Italian language classes and classroom activities.
• Make it clear in the language faculty contracts that the language classroom environment is Italian-only and that English should not be tolerated.

F. Internships & Community-Based Learning
• Allow students to earn more than three credits for an internship, based on the total number of contact hours each week.
• Options and availability should be better communicated during the pre-departure phase that English-language placements are available.
• Film students’ presentations and have IES create a promotional piece from this that can be used for prospective students.
• In IES Abroad materials, work to further distinguish the community-based learning and internship programs and promote more strongly the exceptional opportunities of the community-based learning program.
• Encourage the seminar instructor to work on clearer integration between the theoretical and practical components of the program.

G. Field Study and Field Trips, Engagement in IES Sponsored Cultural and Social Activities
• To the extent possible, ensure that field studies are an integral part of courses in the social sciences.
• Budget permitting, purchase headsets for students to wear in quiet placements so that they can hear more easily.
• Coordinate several two- to three-day field trips during the semester instead of a week-long study tour.
• Announce weekly events via e-mail or create an on-line bulletin board for students to post their announcements.

I. Study in Local Universities
• Continue to foster the relationship with Roma Tre since it is very promising and has great potential in the area of student exchange.
• Identify other fine arts schools for studio art majors in the event that the current school closes.
• Consider partnering with a private religious school in Rome in order to strengthen the religious studies unit.

II. Resources for Academic and Student Support
A. Faculty Qualifications
• Establish faculty office hours and encourage students to meet with faculty on an as-needed basis.
• Encourage faculty to observe each other’s courses, especially in like fields.
• Have IES Abroad reinforce its academic orientation materials to explain the different pedagogical styles and to emphasize the impressive credentials of its faculty members.

C. Academic Advising and Counseling
• Explain more clearly to students in their pre-departure materials the on-line registration process as well as the on-site registration process.
D. Center Staff Size
• Hire an intern or part-time employee to provide IT support to staff and faculty.

E. Center Facilities
• Consider extending the Center’s office hours so that students can study past 5:30 at the Center.

G. Library Resources
• Explore whether IES Abroad students can have access to some of the on-line libraries in Rome.
• Develop a library donation program whereby students would donate one book to the library at the end of the term.
• Pursue whether it’s possible to provide access to the American Academic Library or to the British Council Library.

H. Instructional Technology
• Budget permitting, purchase a document camera for use in art history and Italian language courses.
• Improve the size and quality of projections in the art history courses.

I. Housing
• Continue to avoid using placements that are further outside of the city center since these students not only feel isolated from the other students, but have a much longer commute.

K. Health and Safety
• Remind faculty that IES Abroad Rome has staff to assist them with difficult student cases and also remind them of the procedures to follow to ensure that the staff are informed in a timely manner.