September 2011

Dear Colleagues,

On behalf of the IES Granada Review committee, I am pleased to offer the following report and recommendations for the IES Granada Center. It was a privilege to participate in the 2011 review and to learn more about the impressive program offered through IES in Granada. Collectively, our committee gained tremendous insight into the program structure and academic quality of the IES Granada Center and are extremely pleased with what we encountered.

A big thank you to the IES Chicago and Granada staff! In particular we are grateful to Lee L’Hohe and Javier Martínez de Velasco, Natalia García Caballos, Eva Martín, Elvira Rosales, Jeff Greene, Alba Medialdea and Victoria Vasquez for all of their hard work in coordinating and hosting the committee. Their time and generous hospitality exceeded our expectations and we are grateful for the unique glimpse they provided us into their world. Thank you!

Finally, as chair of the committee, I am exceedingly grateful to the review committee which included not only the US committee members, but also the IES Granada faculty and students who shared an important perspective on the IES Granada program. All US committee members contributed to the writing of this report and have had the opportunity to review and approve the final report.

Sincerely

Amy Otis-De Grau

Amy Otis-De Grau
Director of International Education
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EXECUTIVE SUMMARY

This review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES MAP and submitted to and approved during the fall 2010 meeting of the IES Abroad Academic Council. The charges addressed all aspects of the Granada Program including Center space, Spanish language learning and immersion, area studies courses, cultural integration, student affairs, housing, partner university relations, extra-curricular opportunities and staff. This was the first program review for the IES Abroad Granada Center.

The IES Abroad Granada Center was founded in 2005 and has been led since its inception by Center Director Javier Martinez de Velasco. The Center offers two distinct program tracks that allow students with both intermediate and advanced language skills to pursue studies in a wide variety of areas. Academic strengths of the center include curricular foci in Art History, Economics, and Spanish Literature. In addition, IES Abroad Granada takes advantage of the city’s unique cultural history and geographic location to introduce students to Spain’s Moorish heritage and its continuing links with North Africa. The Center recently has embraced the region’s Jewish history as well and now offers a course in Sephardic Studies.

The Center holds a unique relationship with the University of Granada, Spain’s third largest university and one of its oldest. Approximately 60% of students in the Advanced Program enroll in at least one course at the University of Granada, while many of the students’ home universities require partner university enrollment. The IES Center also works closely with the university’s Casa de las Porras in order to arrange cultural opportunities for students through workshops in areas such as Flamenco, Salsa, Yoga, and Classic Spanish Guitar. Field trips and field studies offered through the Center also are particularly rich and popular; for example, almost 100% of the Center’s students regularly participate in the field trip to Morocco.

The results from end-of-semester student evaluations for IES Granada routinely fall among the highest of all IES Centers. Recent visitors to the Center also have commented on how well most aspects of the Center run. As such, the Program Review Committee was not asked to investigate any serious deficiencies. Regarding academics, student surveys expressed less satisfaction with partner university courses compared to satisfaction and learning in IES courses. Before the review there also had been an increased number of grade appeals for courses at the University of Granada, perhaps indicative of discord between IES student abilities/expectations and expectations of Spanish university faculty. The committee was asked to pay close attention to these areas.

Although the area of student affairs traditionally runs well, the Center had recently hired new staff in this area. The committee noted that this new team was quite dynamic and brought much energy to student affairs through new activities. Finally, while the IES Granada Center homestay placements are strong, there have been concerns over the quality and community dynamic of the student residence hall. The committee examined closely the various housing options and has outlined a few recommendations below.

Overall, the IES Granada Center Program Review Committee was quite impressed by the many strengths of the Center. The recommendations proposed by the committee do not call for radical changes in policy or focus at the Center, nor do they identify notably problematic issues. Instead, the Committee
would like to highlight that these recommendations are primarily intended to help a very solid Center become a locale that simply offers stronger and more unique opportunities for IES Abroad students.

This report documents the Committee’s procedures, findings, and recommendations. Appendix A contains the original charges; Appendix B contains a summary of recommendations.

**REVIEW PROCESS**

The U.S. members of the Review Committee received the following materials prior to arrival in Granada:

- Charges to the IES Abroad Granada Program Review
- Spring 2011 Course Review
  - Course List and Class Schedule
  - Syllabi (Area Studies and Spanish Language)
  - List of Course Instructors and Instructor CVs
  - Course Evaluations, Fall 2007 – Fall 2010
- Class Enrollments and Grades Summary
  - Class Enrollment per term, Fall 2008-Fall 2010
  - Class GPA per term, Fall 2008-Fall 2010
  - Average class enrollments
  - Average GPAs
- Program Enrollment Data, Fall 2008-Spring 2011
  - Enrollments by term,
  - Enrollments by language levels
  - Top Sending Schools
  - Top Majors
  - Top Minors
  - Spanish Majors and Minors
- Internship Placements
- Field Trips and Field Studies
- Partner University Course Enrollment, Fall 2008-Fall 2010
- End-of-Term Student Evaluation Analysis, Fall 2008-Spring 2010
- IES Abroad Spain Catalog, Fall 2010-11
- IES Abroad Granada *Get Set! Guide* Spring 2011

Brochures were copied on a thumb drive and sent to Committee members:

- IES MAP
- IES Abroad Academic Guidelines
- IES Abroad Granada *Get Set! Guide* Spring 2011
- IES Abroad Spain 2010-11 Catalog

Upon arrival in Granada, Committee members received the following additional information:

- Updated course syllabi not included in the pre-departure binder, Spring 2011
- Power Point overview of the University of Granada and additional partner university course information, Spring 2011
Student life materials including a student housing overview, and descriptions of volunteer placements and extra-curricular activities, Spring 2011

The schedule for the U.S. Committee members was designed to give them a thorough introduction to the program and the IES Abroad Granada community—its staff, faculty, and students. The U.S. Committee members were joined in Granada by three IES Abroad Granada instructors. In addition, one Academic Year and one Spring Semester student served on the committee.

The U.S. Committee members scheduled numerous meetings throughout the week. These meetings were held with IES Abroad Granada instructors on the Committee, and IES Abroad Granada students. All committee members met to discuss the review charges and observations and then to set preliminary recommendations. A meeting at the end of the week was held to discuss final recommendations, and divide responsibilities, post-review.

Committee members observed language classes and several area studies classes; in some cases, more than one member observed a class. Depending on their assignments for the Review, Committee members held individual interviews with staff members and met with instructors.

Interaction with students, both formally and informally, was central to addressing some of the charges to the Committee. Committee members also participated in several field study opportunities and were hosted at a reception one evening during which most faculty, staff, and students also participated. All committee members had the opportunity to visit at least one internship placement, and all committee members dined with a host a family and their students as well.

The itinerary for the week is included at the end of this report.

**OBSERVATIONS AND COMMENTS IN SUPPORT OF RECOMMENDATIONS**

**I. Student Affairs**

**Observations of Health, Safety and Risk Management and Recommendations:**
All IES Abroad participants are provided with HTH Worldwide insurance coverage and are automatically enrolled by IES. IES Granada works closely with a local clinic should a student need immediate medical attention. HTH Worldwide also provides students with a number of private clinics, doctors and dentists who are English speaking and who can be accessed through the IES Granada staff or directly through HTH. The Center has also identified and works closely with a mental health counselor in Granada, who happens to be an American. Students are informed during orientation as well as in the *Get Set Guide* on how to contact staff in an emergency, and at least one staff member is available on a 24/7 basis.

All students are required to submit a medical health history form which is screened by IES through a phone interview and then shared with the Coordinator of Student Affairs and Internships. Natalia Garcia Caballos, the current Coordinator, feels that the communication between IES Chicago and the Center is very strong and that she is supported in regards to all health and safety matters. The committee was very impressed with the amount of time Natalia spends with each student in regards to health and housing. All IES Granada staff is familiar with the emergency procedures, and Natalia feels that the staff works closely together to support each other in an emergency.
The sexual harassment policy is clearly outlined in the *IES Abroad Student Handbook*. Additional policies on alcohol and drug consumption are clearly stated in the *Get Set* guide that is sent to each student upon acceptance into the program. These are also reviewed at the on-site orientation. The *Get Set Guide* clearly addresses safety concerns pertaining to independent travel, safety, crime and the use of motorized vehicles.

**Recommendations**

- The committee makes no specific recommendations for this area except to note that the Coordinator of Student Affairs is exceptional at working to meet each individual student needs.

**Observations of Housing Placements and Recommendations:**
Several members of the committee visited and reviewed each of the three housing options offered in Granada.

**Homestay:** It is clear that Coordinator of Student Affairs thoroughly vets each host family and that the IES Center works diligently to identify suitable families. Host families have a high regard for the IES Granada program and it is evident that the staff work hard to maintain personal relationships with each of the families. Students were extremely content with their families and appeared comfortable and at ease with them. Most host families are centrally located within a 25 minute walking distance from the IES Center. The rooms are spacious and comfortable. Prior to placing a student with a host family, Natalia interviews the families and visits the home. IES is careful to adhere to the housing standards and requirements outlined in the IES MAP and have on occasion installed smoke detectors.

While the committee was not concerned about IES students sharing a host family, we did question the benefits of students from the same institution being placed together. One concern that was raised by students was that they did not always feel comfortable inviting other IES students to their homes. They articulated that they would like a place to hang out and watch movies or socialize and not have to always meet at a restaurant or bar. In general, the committee was extremely pleased to hear many positive comments about the host family experience and wish to note that one student in particular said that if you want a full immersion experience in Spain that you should live with a host family.

**Residence Hall:** IES students may opt to live in a UGR residence hall. This particular semester only a small percentage of students chose this option. We visited one residence hall and found the facilities to be very similar to many US campuses. There is plenty of space to study, socialize, work out, and meet in smaller groups. The cafeteria is located in the complex and the rooms appeared spacious and safe. IES students placed at this particular hall did not mind the distance to the IES Center and felt that they were meeting Spanish students. Students both with intermediate and advanced Spanish seemed to appreciate this option.

**Colegio Mayor:** Students with a strong command of Spanish may also opt to live in the Colegio Mayor. These more traditional buildings have a specific residence culture tied to them and require students to conform to a more structured environment. Some of the committee members visited a 16th century hall which was a very impressive. The IES students share a room and in general felt that this was a unique student experience. They are meeting Spanish students and are participating in the hall’s extracurricular activities. The students recommended that IES reinforce that one needs to be outgoing and have advanced Spanish language skills. While the *Get Set Guide* provides a fairly detailed description of this
option, the committee recommends that IES Abroad include a stronger description in the IES Spain catalog.

In general students seemed very pleased with their housing options and the committee felt that it adhered to the IES MAP. The only concern for students participating in the spring semester is that they are required to leave their home stay during the Santa Semana (Easter) week. While this provides students with an opportunity to travel for an extended time to another location, it also poses a difficulty for students who wish to stay in Granada during this time to experience local culture.

Recommendations

- Provide the Get Set Guide and the website with a stronger description of the Colegio Mayor housing option in program materials articulating that this option works best for students with advanced Spanish and outgoing personalities.
- Provide information to students regarding residence or UGR cafeteria meal options.

II. Student Learning Environment: Assessment, Academics and Intercultural Development

Observations of Instructional Quality and Recommendations:
Faculty members involved with the IES Granada program are well qualified and excellent teachers, which make the IES Granada center an outstanding resource in Spain. IES instructors are intellectually engaged and devoted to teaching American students, and they work diligently to prepare their classes and promote a congenial learning atmosphere. This was documented consistently through classroom observations, interviews with students, and five years of student surveys. At the beginning of each semester, instructors give students a detailed syllabus and calendar outlining faculty expectations and student responsibilities. The work is rigorous and equivalent to university standards in the United States.

At IES Granada, language instructors have received training in language pedagogy and teaching, usually from the outstanding and innovative language program at the University of Granada. Further, language instructors in both Spanish and Arabic prepare activities to enhance student participation within the classroom. Language teachers at IES encourage the use of grammar patterns and idiomatic expressions, frequently as they relate to student life and study. In this way, materials learned in class are made more personal, meaningful, and relevant for use in multiple situations. Spanish language classes and content courses taught in Spanish have led to marked improvement in the students’ Spanish language proficiency in speaking, listening, reading, and writing. Similar gains were also recorded for beginning Arabic, which is also taught at IES.

In the classroom, IES teachers use instructional technology when appropriate, though both students and faculty complained about the aging technical infrastructure. IES faculty members have also requested additional training for the use of Moodle, which is to be integrated into instruction beginning in the fall, 2011.

The classroom experience at IES is often enhanced by relevant field trips and field studies, internships and work with local cultural and educational institutions, particularly the University of Granada, where IES students, with an advance proficiency in Spanish, may enroll in classes. This enables IES students to take courses relevant to their majors, to enhance their immersion language experience, and to
appreciate the character of local academic practice. As is the case with all IES classes, instructors at UGR provide students with a detailed syllabus and calendar outlining faculty expectations and student responsibilities, and courses at the University of Granada meet US standards. Nevertheless, students may find these courses somewhat daunting due to large class size and students with a native fluency in Spanish. During orientation, IES staff members draw attention to the assets and challenges of taking courses at UGR, and they encourage students to meet with their UGR faculty early in the semester. For future orientations, the IES staff hopes to give students the opportunity to meet with representative UGR faculty so as to appreciate the range of schools and courses available at UGR and the differing styles of instruction.

Following IES Abroad guidelines, IES Granada encourages faculty to meet with their students to discuss student work and progress, though this area has received mixed reviews in student surveys and interviews. This may be due, in large part, to a recurrent concern voiced by faculty at IES Granada, namely, finding regular space to meet with their students. Though some IES faculty who also teach at the University of Granada, have regular office hours at UGR, most IES faculty and students have requested regular office hours and meeting places at the IES Granada center.

Recommendations

- Update audio/visual and WiFi systems in the classrooms, as well as provide student and staff support for the new “Apollo” technology updates.
- Provide faculty with additional training for the use of Moodle, including printed materials in Spanish.
- Invite University of Granada professors to IES orientation to discuss course content and Spanish teaching styles with IES students.
- Look for a way to provide appropriate physical space for faculty to hold regular office hours in order to meet students, prep classes, and work with other faculty.

Observations of Curricular Design and Recommendations:
The IES program in Granada concentrates on Spanish language and learning, while providing a curriculum with a good selection of content courses taught in either Spanish or English. The academic quality of the courses is high, with up-to-date syllabi that permit home institutions to assess their students’ learning abroad. Moreover, many of the IES courses provide rare opportunities for study on location. This is an experience not available to similar courses at US institutions, as is the case with courses involving the art and architecture of Spain.

IES provides a full array of courses on Spanish language from the intermediate to highly advanced levels, which students are required to take each semester. In addition, students may select from a range of content courses each semester. English instruction courses may include beginning Arabic, the Islamic art and architecture of Spain, the Arab World and the West, women in Mediterranean literature, and Mediterranean ecosystems. Course offerings in the humanities, social sciences and sciences are taught in English each semester, and the IES curriculum meets the needs and interests of student. However, it was noted by several students that there were too few courses taught in English on history. That was not the case for IES courses taught in Spanish, which include classes in the history of Spain, the history of Islam, Islamic art and architecture, Spain and the European Union, courses on Spanish literature, including the works of Lorca—a Granada native, and other courses on topics including women, film, and Flamenco.
Many of the IES courses and internships encourage independent research and learning, while often challenging students to reflect on current cultural, social and political trends in Spain and the contemporary world. Further, courses are enhanced by activities outside of the class room, such as field studies and field trips, including a trip to Morocco.

In addition to the content courses offered by IES, students with an advance proficiency in Spanish are encouraged to choose from courses at the University of Granada. Popular choices include classes on Spanish literature and history, the art and practice of translation, the economies and politics of Europe, and courses on North Africa and the Middle East. In fact, members of the evaluation team were impressed by the breadth and depth of area studies already offered by IES and UGR courses, which may attract prospective students in Middle Eastern studies and international relations.

Recommendations

- Consider cross-listing the political science course Arab World and the West as a history course to accommodate students needing to take a history course.
- Highlight advanced Arabic and other language learning opportunities at UGR for those students with previous experience.
- Emphasize a stronger Islamic, Middle Eastern, and Arabic studies focus in IES promotional materials.
- Highlight course offerings in Jewish Studies in IES promotional materials.

Observations of Language Development Opportunities and Development of Language and Communication Skills and Recommendations:

IES Granada does an excellent job with regards to student language development opportunities. It offers intermediate and advanced level language courses suitable for students currently attending the program. Students also increase their knowledge of the Spanish language by taking IES content courses in Spanish, by enrolling in Universidad de Granada courses, and by being immersed in the city’s social and cultural life.

Students are placed into appropriate language and content courses according to the placement exam given during orientation. This exam tests grammar, writing, and oral skills. The committee suggests for consideration that students be given as an exit exam the same placement exam, or a modified version of it, at the end of the semester to monitor and self-assess the IES language program as well as student proficiency growth.

The committee commends Rosana Piñero, Spanish Language and Literature and Language Program Coordinator, as well as the members of the Spanish language faculty, for the thoroughness of their placement exam, for the teaching materials that they have prepared to enrich their classes, and for the well thought out methodology evident in course syllabi. Throughout the semester, student learning is constantly assessed through class activities, student presentations, written work, oral reports, and exams. IES provides tutoring to students as needed. A committee member visited Antonio Rodríguez Maldonado’s “Advanced Grammar and Usage II” (S377) class and was very pleased with the communicative approach observed.

All classes taught in Spanish develop language proficiency. Intermediate level students take both language and content courses at IES and have the option of taking the latter either in Spanish or in
English. More advanced students may further improve their language skills by taking IES content classes in Spanish and/or at the UGR.

Student committee members, on behalf of more advanced language students, expressed their desire to have IES content courses be more academically and linguistically challenging. The committee, therefore, recommends the integration of more demanding reading assignments into IES content courses for such students. The committee also considers that at present there are enough content courses in both Spanish and English to satisfy students’ needs.

IES Granada has established an excellent relationship with UGR. Javier Martínez, Director, and Elvira Rosales, Academic Coordinator, ought to be commended for their advising and appropriate student placement in university courses. UGR registration issues that ensued due to the late scheduling of UGR courses seem to have been resolved. Students now receive guidelines to navigate the UGR website when searching for courses. To facilitate the course selection process the committee recommends that students enrolling at UGR be sent this information via email, along with useful Spanish registration terminology. Also, it is recommended that UGR faculty meet with students during orientation to talk about Spanish universities teaching styles as well and their registration process.

Although UGR classes might be challenging even for some advanced students, those registered seemed proud of their effort. This semester 48 (60%) students are enrolled in UGR courses. Students have a wide range of courses to select from and have the opportunity to attend several class sessions of a specific course before finalizing the registration.

IES courses draw from Granada’s rich historical and cultural heritage and prepare students for total immersion. Even though IES Granada does not have a student language pledge, it strongly encourages and recommends the use of Spanish outside of the classroom. Jeff Green, Intercultural Advisor, does an excellent job in promoting student integration in city activities through the IES cultural board. Living options—whether they be in a homestay, a Residencia, or a Colegio Mayor—, as well as participating in intercambios, sporting events, UGR activities field trips, cooking and wine tasting classes, internships, and cultural events throughout the city. These are venues that develop language proficiency as well as social and cultural integration.

Even though IES Granada is always ready to assist students with whatever needs they have, they also encourage students to challenge themselves linguistically by negotiating situations on their own. Of note is the fact that Granada is an excellent place for developing Spanish fluency. Students can be totally immersed linguistically in Granada since there are very few granadinos that speak English and Granada does not have very many English-speaking students studying Spanish.

Recommendations

- Provide an exit exam to gauge actual student learning and help assess language program.
- Explore an option to integrate more challenging readings in course content to satisfied intellectual and linguistic needs of highly advanced students.
- Email students interested in enrolling in UGR guidelines on how to navigate the UGR website as well as a list of key terminology and items to consider when exploring UGR courses.
Observations of Internships and Field Placements and Recommendations:
IES Granada offers excellent internships opportunities and is very successful with student placement. Accolades should go to Natalia García Caballos, Student Affairs and Internships Coordinator, for her work and commitment in placing students in internships of their choice. Her job entails not only matching internship sites with students’ interests, but meshing academic schedules with 8-10 hrs per week of internship work. The internship program allows students for further integration into Granada’s society, for first-hand observation of a different work force, for development of work skills, and for furthering students’ knowledge of the Spanish language.

All students with advanced Spanish proficiency are eligible to participate in the internship program. Prior to their US departure, students interested in pursuing an internship experience indicate their intention to IES Granada and state their internship preference. By the time students arrive in Granada, placement contacts have already been made. As of this year, 38 different institutions have hosted IES students. A remarkable number for a program that is so young. During the spring semester, ten students participated in internship programs. The committee is not concerned by the low number of student participation. Quality and student commitment is of greater importance.

The internship experience has been beneficial to sites hosting student interns as well as to participating students. Internships range from the fields of advertising to that of the health professions, from assisting in schools to helping at NGOs. The committee had the opportunity to visit Film Granada and meet with the director who explained the work of Film Granada and the role of the student intern within the entity. It was obvious to those present that this relationship is a win-win situation. A tribute to IES internship program and IES Granada students is that Film Granada contacted IES Granada soliciting an intern from their students.

Internships have cognitive and academic components. The “Internship Seminar” (IN 395) not only provides students with theoretical and practical knowledge for intercultural competence, but serves as a forum for students to share their weekly internship experience, listen to guest lecturers, synthesize the practical and theoretical aspect of their work, and discuss their class projects.

Throughout the semester students keep a reflective journal of their internship experience. In it they address their personal experience within the context of the internship, analyze their own learning, and reflect on their work abilities and skills. The class project involves developing an undertaking that would improve or benefit the host entity.

Two committee members had the opportunity to sit in the seminar and attend a guest lecture.

Recommendations

- No recommendations at this time.

Observations of Field Studies and Trips and Recommendations:
This area can be divided into two areas: field study within courses and internships and trips conducted by the Center. The former is discussed in the sections on curriculum and internships. This section will focus on the latter. Note that in contrast to most aspects of the program, the program review committee did not participate in any of the trips. The Center organizes a week-long stay in Morocco, emphasizing their background in Islam and including home stays as part of their experience. There seemed to be universal praise for the richness of this experience, both in terms of the structure of the
program in Morocco and the way in which it built on their course work on Islamic art and architecture, Islam, Arabic language, and contemporary Arab cultures, as well as comparative courses on the Mediterranean world. Center trips to Cordoba and other locations were also praised by students.

During interviews with various student groups, the committee learned that many students choose to participate in the IES Granada program precisely because of its rich array of field trip opportunities to places that interest them culturally and intellectually. Indeed, the Morocco trip is considered one of the highlights of the IES Abroad field trip portfolio. As such, the committee concluded that the IES Granada Center staff must simply continue to maintain the high quality and uniqueness of these experiences.

Recommendations

- No recommendations at this time.

Observations of Interpersonal, Intrapersonal and Intercultural Growth and Recommendations:

Based upon student discussions, the activities during orientation and Core Activities, and from the Get Set! Guide and other materials assisted them in their adjustment to life in Granada. The committee’s conversations and meetings with students demonstrated that students do recognize how much they have changed and become accustomed to Spanish mannerisms, and way of life. Students expressed an appreciation for the independence and self-reliance they have developed. The unique academic foci of the center as well as the city’s contemporary and historic reputation of serving as a bridge between cultures leaves a lasting impact upon the students enrolled at the center. Interviews with students revealed a mature understanding of the both tensions and assets found among the diverse communities in both Spain in the region. Several students also highlighted that their own sense of identity was impacted and changed by the environment and intellectual stimulation found at the center.

The IES Abroad Granada staff regularly conducts end-of-term course evaluations and an assessment of the overall student experience, as does IES Chicago upon students’ return. The committee’s analysis of this data revealed that student self-assessment in the areas of interpersonal and intrapersonal growth indicates that students are very aware of development in these areas. Activities like CORE, field studies, class assignments, etc. require students to actively self-reflect and to engage in the culture in an exploration of personal and community differences. We commend the strong opportunities that the center provides in these areas.

Recommendations

- No recommendations at this time.

Observations of Engagement in IES-Sponsored Cultural/Social Activities and Involvement in Other Academic, Political, and Cultural Institutions and Recommendations:

Students seemed to enjoy IES sponsored social and cultural activities ranging from wine tastings to soccer matches against the IES center in Barcelona, and tapas gatherings. Students praised the IES staff for facilitating their involvement. They also praised the IES staff for their assistance in finding them opportunities to volunteer their time and skills in local community organizations.

Students involved themselves in cultural institutions in the city and at the University, ranging from university choirs to hiking groups, but we heard nothing about involvement in political institutions.
Student internship and volunteer work, for example the placement with Senegalese immigrants or Moroccans, did reflect an involvement in social and economic issues within the area.

Recommendations

- Activities that require a lower level of skills in the Spanish language should be highlighted for those students who were less confident in that area.

III. Resources for Academic and Student Support

Observations of Pre-departure Information/Orientation/Re-Entry (CORE) and Recommendations:

All students accepted into the IES Granada program are sent a Get Set Guide highlighting not only important contact information, but also details specific to pre-departure and arrival. It includes information ranging from housing, health, safety and finances to the Spanish academic culture, language placement courses and class registration. It also introduces students to Spanish culture and important discussions and viewpoints on diversity. It meets the requirements outlined in the IES MAP I(a) Pre-departure Information.

Students feel that IES Abroad is extremely helpful and prompt in answering their questions prior to arriving in Spain. Students also commented on how helpful it was to receive information about their host family prior to arriving.

Students arrive in Malaga, Spain and spend the first day and a half in an initial orientation before moving to Granada. The committee met with several students who stressed that the orientation clearly discussed health and safety concerns, IES protocols and housing, as well as provided a good introduction into Spanish culture and society. The IES staff also direct students in renting/purchasing cell phones and require them to participate in emergency drills. Orientation continues for the next two weeks on-site in Granada and students are introduced to the Spanish academic culture and course expectations, as well as an intensive Spanish language course. A number of extracurricular activities and events are organized in Granada and the surrounding area.

The committee was extremely pleased to learn of the unique relationship between the UGR and IES. UGR students, who had been placed in the US as language instructors through IES, are integrated into the IES orientation upon their return to Granada and provide IES students with local insights. These UGR students are also able to understand the IES students’ experiences of arriving in a new culture and adjusting to a new environment. This is especially important as IES students learn more about the UGR academic culture and courses. Several students enrolled in the UGR felt that they did not have an adequate understanding of how to select UGR classes and what the process entailed to register for the courses. The committee wants to highlight that the Academic Coordinator, Elvira Rosales, is doing an excellent job in working with each student upon arrival in Granada, providing them detailed information and assisting them with course registration. In response to some of the ambiguity surrounding UGR classes, the committee recommends that IES Abroad consider providing additional information in the Get Set pre-departure guide such as how to navigate the UGR website and how to select appropriate courses. We also recommend that IES Granada consider the option of inviting two or three UGR faculty to join the orientation to talk about the UGR experience.

Overall, students felt the orientation was extremely helpful and beneficial to their introduction to Granada and IES. Many commented that the IES staff and Javier, in particular, stress the importance and
value of experiencing the local culture and investing in the city and region instead of spending every weekend traveling outside of Spain. Some students mentioned that they had difficulty with the recommended cell phone plan and that they felt that the provider had not given clear instructions regarding the rental contract. The center staff was aware of this problem and has been actively addressing it.

The committee was not able to fully assess the re-entry program due to the timing of the review. However, the committee feels that the IES staff is actively integrating all aspects of CORE into the IES experience. This includes guided reflection on student goals and objectives for studying abroad and returning these to the students at mid-term for personal evaluation and additional reflection. The committee considered that the orientation is geared towards students with various levels of Spanish abilities and knowledge about Spain and therefore, recommended a shared reading prior to or during orientation to provide the cohort with a common framework for their time in Granada.

Both center staff and students were extremely positive about the current orientation program in Granada and the committee feels that it could serve as a model for other program centers.

Recommendations

- Provide more detailed information in the Get Set pre-departure guide on how to navigate the UGR website and how to select courses.
- Invite UGR professors to orientation to discuss course content, Spanish teaching styles and academic culture.
- Provide a common text for all students to read prior to or during orientation with a focus on Granada or Spain.

Observations of Faculty Qualifications and Recommendations:
Faculty members at IES Granada have a PhD, advanced ABD, or MFA level degree or have an appropriate master’s degree (especially in Spanish language instruction). Most of these degrees are from the University of Granada, which serves to reinforce the emphasis of faculty on integrating their courses with the rich history and cultural diversity of the city itself. Faculty who teach at the University of Granada tend to be active scholars, conducting research and publishing in a variety of scholarly venues. Faculty who teach just at the Granada Center would like to have greater opportunities and support from IES and the University of Granada to conduct research. Many faculty members are full time at the University of Granada and part time at IES. There is some part-time faculty at IES who would like to increase the number of courses they teach. The full-time faculty at IES is primarily in the area of Spanish language.

In general the committee was struck by the dedication of the faculty and their commitments to the IES Granada academic program. Faculty of the Institute is comprised of two groups: one consisted of faculty of the University of Granada who also taught at the Institute, the other consisted of faculty who only taught at the Center. Some faculty members work full-time for IES, while others teach part-time; however, many of the part-time faculty has full-time appointments at the University of Granada. Those without University of Granada appointments especially expressed concerns about their lack of office space, their marginalization from the University of Granada, and a lack of professional recognition. This group of faculty expressed the hope that they would have greater access to University of Granada libraries and other research facilities (and not just as alumni of the University) as well as research grants to facilitate their teaching at IES.
Faculty was concerned about the lack of office space or faculty carrels where they could conduct course preparations, hold office hours, and meet with students on an individual basis. This relates to the problem of a shortage of space in general, as the program continues to grow.

Faculty expressed concerns about the continued growth of the Granada program and their abilities to handle increased enrollments with current staffing levels. They also expressed some confusion about the growing tendency of American students to see themselves as clients/customers who have purchased a product. They would like some orientation about American student views of higher education and, more specifically about study abroad. They expressed particular concern about large clusters of students from schools that do not seem to stress the academic rigor of study abroad programs. The large number of students from major sending schools like Tulane was especially cited as problematic during Fall Semester (but not during the Spring). The committee considered ways in which a better balance could be recruited pre-departure and discussed with staff means in which they may help large groups better separate themselves from home-school colleagues and integrate with the local community.

Faculty expressed a strong interest in having a faculty retreat, both to support faculty development and to encourage greater integration of courses in Spanish language with other courses in the curriculum. IES has an interest in facilitating their Granada faculty’s ability to stay current, both in terms of pedagogy and research. Such retreats could be held before or in the midst of the academic semester.

Faculty expressed the need for training materials in Spanish and workshops on new computer programs such as Moodle.

We observed some anti-Muslim bias on the part of one faculty member. It might be helpful to have a workshop for faculty on the importance of academic approaches that stress the value of understanding other cultures on their own terms before engaging in critical evaluations.

Faculty members are well-qualified and strongly committed to the IES Abroad curriculum and goals, and they appreciate on-going IES support of their efforts and research on behalf of the program. Faculty members expressed their need to collaborate more actively among themselves in order to integrate language courses fully, content courses, and field studies. Faculty members are sensitive to the diversity of IES students, in terms of both culture and gender, and they recognize that students need time to adjust to living and studying abroad.

Recommendations

- Require faculty training/workshops at the beginning of an academic year as well as regular faculty meetings to support faculty development which would allow for collaboration and shared ideas between content and language courses, as well as facilitating the incorporation of local historical and cultural sites into the curriculum.

- Explore the IES/UGR agreement to allow IES faculty access to UGR research materials and facilities

- Provide faculty with more exposure to Moodle and other training materials in Spanish
• Provide mini workshops or training on how to prepare, lead, and follow up on a field studies experience.

• Provide a select pool of funds to support faculty research as it related to the teaching of their IES classes. When appropriate, encourage faculty to share findings with colleagues through mini-workshops or talks.

Observations of Academic Advising and Recommendations:
All students must complete a pre-registration form before arrival, have full access to IES Granada course syllabi on the IES Abroad public website, and receive general information regarding student options at the University of Granada. Once on-site, students participate in an intensive orientation program that includes detailed overviews of opportunities at the university as well as introductions to IES courses. Some IES Granada faculty also participate in these session to provide students insight on the various academic opportunities as well as answer questions.

The presentation given during the Program Review on academic advising to the committee clearly demonstrated the planning and consideration that IES Granada faculty and staff put into the advising process. The committee also recognized how difficult it was to provide accurate information on the University of Granada, an institution with nearly 75,000 students and at times cryptic information found on the various departmental websites.

Still, student evaluations indicate a need for additional guidance in the course selection process, particularly regarding UGR options. The number of grade appeals in recent semesters also may indicate that students find themselves underprepared for learning differences, and at times they are placed into courses for which they are not truly prepared either by lacking prerequisites or a simply unfamiliarity with different teaching styles. The committee recognizes that these are challenges not unique to the IES Granada Center or even to IES Abroad. The committee overall concluded that the academic advising given to students is very useful, but could be improved in a few areas. Once implemented, the results of these recommendations could serve as models for other centers.

Recommendations
• Email all students the guidelines on how to navigate the UGR website and a list of key items to consider when exploring UGR classes
• Enhance orientation program to include more detailed information on UGR opportunities as well as strategies on how to succeed academically in a direct-enrollment environment.

Observations of Access to Local Educational and Cultural Institutions and Recommendations:
Some students found greater involvement in the University of Granada and local cultural institutions somewhat intimidating, but those who tried, praised staff efforts to facilitate things for those willing to take a first step. They also found the students at the University of Granada quite welcoming.

Recommendations
• No recommendations at this time.
Observations of Administrative Staff Qualifications and Recommendations:

Early in the visit the committee met with the six professional staff members who run the Granada program. Four of these staff members are full time permanent and two have been hired temporarily to meet the needs of an expanding student enrollment. As a group, they demonstrate a strong commitment to study abroad and intercultural competence skills, enjoy wonderful relationships with the students, are exceedingly competent at their jobs, and share a profound passion for the program.

Dr. Javier Martinez de Velasco, the Director of the Center, has a perfect combination of skills for his position and clearly sets the tone for the program. He has a deep and nuanced understanding of the academic expectations of American colleges through his own graduate education and work as a tenured professor at Central Washington University. He also served as the director of the IES Madrid program before moving the Granada to create the Granada program. The committee was very impressed by Javier’s leadership skills, his educational philosophy, his broad understanding of the program, his personal and engaged nature, and his commitment to helping students be successful. It is also clear that he is highly respected and enjoys a strong relationship with the University of Granada.

We were also very impressed by Natalia Garcia Caballos, Student Affairs and Internship Coordinator, and the leadership she provides for the student life area. Of particular note, were the broad relationships she and her staff have developed with potential host families and businesses throughout Granada and the deep philosophical base that grounds their work with IES Granada students.

Throughout our visit the committee heard students say, “We love the staff” and “they strike the right balance between pushing us to take risks and being there if we need them”. The personal nature of the IES Granada appears to be one of it hallmarks of the program, one that should be maintained.

The administrative staff qualifications meet IES MAP guidelines and the committee made no recommendations.

Recommendations

- No recommendations at this time.

Observations of IES Abroad Center Staff Size and Recommendations:

One of the hallmarks of the IES Granada program has been “the personal and connected” nature of the program. Over the last year the program has nearly doubled in size to close to 120 students both last fall and then again this spring, challenging its ability to remain “personal”. This growth has resulted in the hiring of two temporary staff to meet the growing demands created by the increase in student enrollment. These staff have been great additions and helped maintain the nature of the program. The committee is, however, concerned about any additional growth and further believes the Center Director needs more support to effectively manage the program should it sustain its current enrollments.

Under the present staffing structure the Office Manager, Eva Martin, and the Center Director, Javier, share the accounting duties of the office. Both are already stretched by other responsibilities. Javier teaches one of the Center’s most popular courses in theatre in addition to running the Center and Eva is a “jack of all trades” who spends much of her time responding to student concerns.
Recommendations

- Include a supplemental question on the end of term survey that explores why students choose Granada. If IES has a better understanding of the reasons for current growth, it can better address student needs, protect areas of excellence in eyes of students, enhance curricular interests, etc.
- Given present enrollments, add permanent staff including an Assistant Director or equivalent.
- Outsource accounting services as appropriate to free up Director and Office Manager.
- Given the curriculum, space, and staff and the personal nature of the IES Granada Center, we recommend that IES Abroad maintain a manageable number of students during each semester in order to ensure the continued excellence found at the Center.
- IES Abroad should work with study abroad offices to diversify program locations to avoid an excessive concentration of students from one university at a single center.

Observations of IES Abroad Center Facilities and Recommendations:
The IES Granada program is ideally situated in the heart of Granada, immediately across from the Alhambra. The historic building is quite attractive and its roof top terrace is identified as one of the favorite gathering spots for its students, faculty, and staff.

Prior to the recent spike in student enrollments, the Center provided ample space for all the needs of the program. Unfortunately, with the enrollment growth; classroom space, community space, and faculty space are at a premium. In an effort to address these needs, space has been rented in an adjacent art museum and from a not-for-profit group down the street. Despite these efforts, space was a common topic of concern expressed in our meeting with faculty, staff, and students alike. In particular, the committee was concerned about the shortage of space for faculty and students to meet for office hours.

While the committee agrees that the existing building is in an ideal location, we believe supplemental center space must be found to address the growing space needs. We applaud Javier and his staff for their resourcefulness in finding space and are encouraged by a recent conversation regarding the possibility of space becoming available in the front of their existing building.

Recommendations

- Explore the long term use of annex or rental space to supplement center facilities.
- Provide appropriate physical space for faculty to hold regular office hours to meet students, prep for classes, and work with other faculty.

Observations of Instructional Technology and Recommendations:
The Center offers wireless Internet access in the classrooms, student lounge, and library. There are also several computers available for use in the student lounge. The few students who chose to live in residence halls also have hardwired Internet access in their rooms.

A commonly expressed concern among both the faculty and the students was the aging technology in the classrooms, particularly the audio/visual and Wi-Fi systems. Leased space outside the Center
generally does not include audio/visual capabilities. The faculty also expressed a need to have more exposure to Moodle and possible training materials provided in Spanish.

Recommendations

- Update audio/visual and Wi-Fi systems in the classroom, as well as provide student staff support for new “Apollo” technology updates.
- Provide training for Moodle (including materials in Spanish) for the faculty

IES GRANADA CENTER PROGRAM REVIEW SCHEDULE

Sunday March 6

Arrival and check-in
Hotel Portago Suites
Calle San Matías, 20
20:45 Meet at hotel lobby
21:00 Dinner
US members

Monday March 7
8:00-9:00 Breakfast

9:15 Meet center staff, and tour of facilities
US members

9:45-11:00 Director’s Presentation
Javier Martínez de Velasco, Director
US members

11:00-11:30 Coffee break
with Rosana Piñero, Language Coordinator
US members

11:30-12:30 Discussion of language program
with Rosana Piñero, Language Coordinator
US members

12:30-13:30 Discussion of student life
with Natalia García Caballos, Student Affairs Coordinator
Alba Medialdea, Student Affairs assistant
Jeff Greene, Intercultural Advisor
US members

13:30-14:15 Meeting with student committee members
US members, Metta, Clare

14:00-15:30 Lunch with Spanish faculty and student committee members
US members, Isabel, Rosana, Adolfo, Metta, Clare

19:00-20:00 US Committee Meeting
US members

20:30 Reception with faculty and students
US Committee members, Granada faculty, 20 Granada students

Tuesday March 8
8:00-9:00 Breakfast

9:00-10:45 Visit to the Mosque of Granada with the Arab World and the West class
www.mezquitadegranada.com
US members, Carlos de Cueto

11:00-12:30 CLASS VISIT: Internship Seminar (In Spanish)
Lee, Gladys

11:00-12:30 Focus group on Islamic and Arabic Studies
Bob, Emil, Carlos de Cueto, Hala Jadid-Alkash, 2 students

11:00-12:30 Focus group on student experience
Amy, Mark, 3 students

12:30-13:30 Discussion of internships
with Natalia Garcia Caballos, Internship coordinator
Stéphanie Mouton, Internship Seminar instructor
Two students in internships
US members, Natalia, Stéphanie, 2 students

13:45-14:15 INTERNSHIP VISIT: Film in Granada
US Members, Natalia, Sarah Bennett, Clarisa

14:30-16:00 Lunch
US Members, Natalia, Clarisa

16:00-17:15 Discussion of safety protocols, housing, and health
US members, Natalia

19:00-20:00 US Committee Meeting
US members

21:00 Student activity: Wine tasting class
US members, 10 students
**Wednesday March 9**

8:30-9:30 Breakfast

9:55-10:55 CLASS VISIT: Spanish Language courses  
Lee: SPAN 476, Gladys: SPAN 376

9:55-10:55 Focus group on extracurricular activities  
Amy, Mark, Bob, Emil, Alba Medialdea, Jeff Greene, 3 students

11:00-12:30 CLASS VISIT: Islamic Art and Architecture (in English): Visit to the medieval hammam and to the water museum  
Amy, Mark, Bob, Emil, Ana Hernández and her AH 331 class

11:00-12:30 Focus group on language learning  
Lee, Gladys, Rosana Piñero, Adolfo Sánchez Cuadrado

12:35-14:05 CLASS VISITS:  
Beginning Arabic (in Arabic and English)  
Amy, Mark, Bob, Emil, Hala Jadid-Alkash and her AB 151 class

Islamic Art and Architecture (in Spanish): Visit to the medieval hammam and to the water museum  
Lee, Gladys, María Marcos Cobaleda and her AH 335 class

14:30-16:30 Lunch with homestay families  
Two US committee members per family  
Gladys and Lee at Loli Ortiz’s (STUDENTS: Paige Costello and Mariko Fujio-White)  
Emil and Bob at Inma Juárez’s (STUDENTS: Clare Austen-Smith and Lilly Dickerson)  
Amy and Mark at Delia Fernández’s (STUDENTS: Morgan Flake and Kamini Kuchinad)

17:00-19:00 Visit Residence Hall and Colegio Mayor  
Amy, Mark, Lee, Alba Medialdea

19:45-20:45 US Committee Meeting  
US members

21:00-22:00 CLASS VISIT: Flamenco performance (In Spanish)  
US members (optional)

22:00 Tapas dinner with María del Puerto  
US members

**Thursday March 10**

8:00-9:30 Breakfast

8:45-9:45 Discussion of academic advising  
with Javier Martínez de Velasco, Center Director  
Elvira Rosales, Academic Coordinator
Gladys, Lee, Emil, Bob

9:45-11:00 Discussion of direct enrollment opportunities at the UGR with Elvira Rosales, Academic Coordinator
US members

11:00-11:30 Coffee break with 3 students taking UGR classes
US members, Elvira Rosales

11:30-14:00 Visit University of Granada facilities with Elvira Rosales, Academic Coordinator
US members, Elvira Rosales
Cartuja Campus, Library, International Relations Office

14:15-16:00 Lunch with IES/UGR faculty administrators with Javier Martínez de Velasco, Center Director
Jorge Castro, Professor of Ecology
Eduardo Cuenca, Professor of Economics
Carlos de Cueto, Professor of Political Science
Indalecio Lozano, Professor of Semitic Studies
Rosa Morillas, Professor of English
Adelina Sánchez Espinosa, Professor of English and Women’s Studies
US members

16:30-18:00 Questions and answers with Center Director with Javier Martínez de Velasco, Center Director
US members

19:45-20:45 US Committee Meeting
US members

21:00-22:30 Dinner with Granada faculty members
US members, Adolfo, Rosana, Isabel

Friday March 11
8:00-9:00 Breakfast

9:15-10:30 General committee meeting
US members, Isabel, Rosana, Adolfo, Clare, Metta

10:30-12:00 US Committee Meeting
US members

12:00-12:30 Coffee break
US members, IES Granada staff

12:30-13:30 US Committee Meeting
US members

13:30-14:30 Meeting with Center Director
US members, Javier

14:30-16:00 Lunch
US members, Javier, Ana Hernández Walta

16:00-18:30 Visit to the Alhambra and Generalife
US members, Ana Hernández Walta
APPENDIX A: IES GRANADA PROGRAM REVIEW CHARGES

The following charges are taken directly from the IES Model Assessment Practice (IES MAP). Charges highlighted in italics are areas that are of special consideration to the Granada program.

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 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).

C. Instructional Quality
   1. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.
   2. Faculty expectations of student work are rigorous.
   3. Faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
   4. Faculty utilize instructional technology when appropriate in their teaching.
   5. 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.

D. Curricular Design
   1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
   2. Academic programs are designed to encourage independent learning.
   3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
   4. Course content and curriculum reflect the political, social, and cultural diversity 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 Abroad 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. IES Abroad environment strongly encourages use of host country language through a student pledge.
5. Tutoring and/or other forms of academic assistance are available.

F. Internships and Field Placements
1. **Internships and Field 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 and meet IES Abroad safety standards.

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. 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 students to reflect on and share the cognitive and intrapersonal aspects of their experience.

Student Learning: Assessment and Intercultural Development

A. Intellectual Development
1. **Students demonstrate that they have acquired substantial knowledge and understanding of course material in IES Abroad courses and courses at local universities.**
2. Students are guided in developing their skills in critical thinking through programmed exposure to political, cultural and social institutions of the host country.

3. **Students are guided in developing different learning strategies necessary to integrate into the host academic culture.**

4. Students are guided in developing their ability to understand and critique their own value system and ways of knowing that are culturally shaped through programmed contact with a variety of cultural perspectives in the host country.

B. Development of Language and Communication Skills
   1. Students systematically report on how and what they have learned about the host country’s language.
   2. **Students report their interactions with members of the host culture to IES Abroad staff.**
   3. Students engage in periodic self-evaluation of their communication skills in the language of the host culture during their course of study.
   4. IES Abroad sponsors periodic oral proficiency interviews to measure oral skills according to American Council of Teachers of Foreign Languages or similar guidelines.
   5. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.
   6. Affiliate advisors have access to the information gathered by IES Abroad regarding the language assessment studies conducted at certain IES Abroad centers.

C. Cognitive Growth
   1. **Programmed opportunities for students to analyze their experiences contribute to their cultural learning, specifically, an increased ability to recognize cultural difference.**
   2. Academic studies, support services, and integrative activities contribute to students’ greater appreciation and respect for persons with differing cultural values.
   3. Assessment of students’ cultural learning is used to enhance the curriculum, student services, and integrative activities.

D. Interpersonal Growth
   1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and becoming more comfortable in such interactions with persons of different backgrounds.
   2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a variety of foreign cultures.
   3. Reports of students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluations.

E. Intrapersonal Growth
   1. Curricular and extracurricular activities support students in taking responsibility for their own decisions.
   2. Curricular and extracurricular activities support students in gaining a better understanding and acceptance of their unique values and capacities.
   3. Curricular and extracurricular activities support students in their personal development.
   4. Curricular and extracurricular activities support the development of students’ attitudes and skills that facilitate life long learning.

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 a practicum 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 is proficient in the English language and the language of the host country.
9. 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.
10. 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 are 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 Abroad 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 Abroad 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. Research Resources
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 have sufficient knowledge of the language of the host country before enrolling.
2. Students meet minimal GPA as specified by IES Abroad.
3. Students have sufficient academic preparation at the home institution before enrolling.
4. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
5. Students are in good standing at their home institutions.
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 Abroad Center staff enforces IES Abroad Code of Student Responsibility on sexual harassment and all IES Abroad 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.
APPENDIX B IES GRANADA CENTER PROGRAM REVIEW SUMMARY OF RECOMMENDATIONS

Facilities:

- Update audio/visual and WiFi systems in classroom, as well as provide student and staff support for new “Apollo” technology updates
- Explore long term use of annex or rental space to supplement center facilities
- Provide appropriate physical space for faculty to hold regular office hours to meet students, prep classes, and work with other faculty

Personnel:

- Include a supplemental question on end of term survey that explores why students chose Granada. If IES has better understanding of reasons for current growth, it can better address student needs, protect areas of excellence in eyes of students, enhance curricular interests, etc.
- Given present enrollments, add additional permanent staff including an Assistant Director or equivalent
- Outsource accounting services as appropriate to free up director and office manager
- Given the curriculum, space, and staff and the personal nature of the IES Granada Center, we recommend that IES Abroad maintain a manageable number of students during each semester in order to ensure the continued excellence found at the Center.
- IES Abroad should work with study abroad offices to diversify program locations to avoid excessive concentration of students from one institution at a single center.

Curricular/Academics:

- Provide a pre- and post-test to gage language learning, including an oral component on both exams
- Highlight advanced Arabic and other language learning opportunities at UGR for students with previous language experience from their home institutions
- Highlight the Islamic and Arab studies available at IES Granada and UGR in promotional materials
- Highlight new courses in Jewish studies at IES Granada in promotional materials
- Highlight the growing diversity of Spanish culture in Granada through the study of immigration and cultural minorities in promotional materials
- Consider cross-listing the Arab World and the West as a history course
- Invite University of Granada professors to discuss with students course content, Spanish teaching styles, etc.
- Email all students in the pre-departure stage, the guidelines on how to navigate the UGR website, the registration process, and a list of key items to consider when exploring UGR classes
- Explore an option for highly advanced language students to integrate more challenging readings/assignments into content courses
Faculty:

- Offer a faculty training/workshop and/or retreat at the beginning of an academic year as well as regular faculty meetings to support faculty development, which would allow for collaboration and shared ideas between content and language courses.
- Explore the relationship between IES and UGR to allow IES faculty for enhanced access to UGR research materials and facilities.
- Provide faculty with additional training with Moodle and printed materials in Spanish.
- Provide training for faculty on how to prepare, lead, and integrate a field studies experience into the classroom.
- Create a select pool of funds to support faculty research as it related to the teaching of their IES classes. When appropriate, encourage faculty to share findings with colleagues through mini-workshops or talks.

Student Development & Activities:

- Share *La Gaceta* with study abroad offices for recruiting purposes as well as alumni.
- Continue to emphasize the importance of traveling inside Spain for language and cultural development.
- Consider a common text with a focus on Granada or Spain for all students to read prior to arrival for discussion during orientation.
- Develop suggestions or guidelines for *intercambio* engagement (activities, discussion topics, etc).
- The IES Granada orientation should serve as model for other IES centers.
- During orientation, IES Granada should ensure that students get an optimal phone contract that is honored by the provider.
- Provide students with a list/information of less linguistically demanding activities (i.e. hiking, yoga, walking tours) in order to facilitate their immersion experience.

Housing:

- Provide in the *Get Set* guide and the website a stronger description of the Colegio Mayor housing option in program materials articulating that this option works best for students with advanced Spanish and outgoing personalities.
- Provide information to students regarding residencia or UGR cafeteria meal options.

Additional considerations:

The committee investigated closely the possibility a permanent summer program in Granada. Because of the limitations of staffing, climate, space, etc., we recommend that the current practice of offering summer customized programs be continued.