IES Abroad Quito

Report of the Program Review Committee

March 16-20, 2009
# IES Abroad Quito
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**Introduction**

The review was conducted on behalf of the IES Abroad Academic Council. The members of the Review Committee addressed charges drawn from the IES Abroad Model Assessment Practice (IES Abroad MAP), which were submitted to and approved by the Academic Council in Spring 2009. This report documents the committee’s procedures, findings, and recommendations. Appendix A contains the original list of charges; Appendix B contains a summary of recommendations.

The U.S. members of the Review Committee received the following background material prior to their arrival in Quito:
- IES Abroad Quito course syllabi, in Spanish
- IES Abroad Quito faculty CV’s
- Get SET! Guide
- IES Abroad MAP
- IES Abroad Academic Policy Guidelines
- IES Abroad Quito Enrollment by School
- IES Abroad Quito Enrollment by Major
- IES Abroad Quito Enrollment by Minor
- IES Abroad Quito Program Evaluations Fall 2005-Fall 2008
- IES Abroad Quito Course Evaluations Fall 2006-Fall 2008
- IES Abroad Quito Internship Placements Fall 2007-Fall 2008
- IES Abroad Quito Field Trips/Field Studies
- IES Abroad Quito University Course Listing

Upon arrival in Quito, Review committee members received the following additional materials:
- Final agenda
- Detailed program calendars
- Detailed “Programa de Orientación”
- IES Abroad class schedules
- List of full committee members
- Final program calendar for the year
- Current class schedule
- IES Abroad course evaluations from previous semester
- Student enrollments and grades in IES Abroad courses from previous semester
- Outside enrollment information for current year
- Internship placements for current year
- Information on field study and field trips for current year
- Housing information for current year

The U.S. committee, which consisted of four representatives from IES Abroad Member institutions and the program dean for Quito, was joined by two IES Abroad Quito faculty members and two IES Abroad Quito Spring students. The group met formally at the beginning of the week to review the charges and followed a rigorous schedule to gather information and observations on the program.

The schedule of events included:
- Overview of program with Eduardo Ortiz, Director
- Presentations by Quito staff on:
  - IES Abroad Courses and field study
  - Internships and Service Learning
  - Field trips
Homestays and host families
Health, safety, and crime in Quito
Current affairs in Ecuador (presented by IES Abroad faculty member Claudia Donoso who also holds a government position as "Subsecretaria de Soberania Nacional y Relaciones Fronterizas" at the Ministry of Affairs)

- Attendance at all IES Abroad classes by at least one member of the U.S. committee
- Attendance at selected partner university classes and meetings with university officials (PUCE and USFQ)
- Meetings with individual staff members
- Meetings with students taking internship/service learning classes, partner university classes and standard students
- Visit to homestays
- Visit to internship/service learning sites

The conclusions and recommendations were discussed during two meetings on the final day of the review week. The secretary of the committee circulated the draft report to all committee members for final review and approval.
June, 2009

Dear Colleagues at IES Abroad Chicago,

As the Chair of the IES Abroad Quito Review Committee, and on behalf of the entire committee, I would like to take this opportunity to thank Eduardo Ortiz, René Bueno, Gladys Argoti, Diego Quiroga, Hugo Valdebenito and the two IES Abroad students: Melina DeRocco and Aviva Elzufon for their carefully considered input, their contributions and their efforts to help us understand the context of the IES Abroad Quito program.

The IES Abroad Quito Center staff was very welcoming and allowed us to see and experience their commitment to the students’ intellectual, cultural and emotional wellbeing. Eduardo clearly demonstrated his intentional management plan for his staff and the Center. Rene consistently showed us his dedication to the students’ academic success and Gladys gave us the same caring treatment as she gave all the students. Juan Carlos Sánchez Pozo succeeded in making us feel at home in the Center at all hours of the day and night. Their willingness to interact with the review team and their openness to suggestions were much appreciated.

The team also wants to thank Tami Harris for her support and encouragement and for keeping us on task. Her commitment to the high quality of her programs is a fine example to all of us.

All of the US based committee members contributed significantly to this report. The final draft was circulated and approved by each member.

Sincerely,

Ana María Wiseman

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IES Abroad Quito Program Review Committee

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Area Studies and Language Program

I. Student Learning Environment
   A. Pre-departure Information
   Students do seem to get appropriate information before leaving for Quito. One area that students said could be clearer and more practical is the packing list. Perhaps it would be helpful to have current students write a new list to be reviewed and modified by staff for update. Housing information was fairly accurate according to students’ experiences after arrival.

   Recommendation
   - Create a new, practical packing list based on student input

   B. On-site Cultural and Academic Orientation
   There is a thorough and appropriate on-site orientation. Orientation is ongoing, including a weekly email reminder of relevant weekly events. Information on race relations, indigenous issues, laws, personal safety, and health information (including safe-sex) are specifically covered by appropriate guest speakers, including local officials, a policeman and a doctor. The faculty, staff, and homestay families are all included in the orientation and make continuous efforts to introduce students to the culture, placing some emphasis on personal safety measures from the beginning. Classes such as "Diversidad Cultural en el Ecuador" address cultural issues in an academic context. An additional orientation at each partner university campus may overlap some of these areas but offers specific information about the campus and the local neighborhood.

   A general city tour and a walking tour of the immediate neighborhood of the IES Abroad center are taken on the first day. The host families work with students during the first week to help them learn to use the bus system, etc., and to safely learn their way around their neighborhood. The Center is preparing to initiate the SOAR (Student Orientation, Acculturation and Re-entry) program, which will provide more structured opportunities for students to discuss and reflect on their adaptation.

   The process for students’ on-site enrollment at Pontificia Universidad Católica del Ecuador (PUCE) is complex and labor-intensive. The IES Abroad staff advises and works out registration for each student. However, the process creates frustration because scheduled classes are sometimes dropped for insufficient enrollment in the first day or two, often before IES Abroad students have had the opportunity to register. Students are then required to identify different courses and start the process anew. Students are advised of these steps during IES Abroad orientation and are asked to secure pre-approval by their home institution for more classes than they will actually take, in case one or more of their chosen courses is cancelled. PUCE staff said that most classes and most syllabi are available on the university website. However, the website can be difficult to navigate and is not always operational. Staff also said that if a syllabus is not available for a student to send to his or her home institution for pre-approval, IES Abroad can request a copy. However, it may take up to two months to receive the syllabus.

   In previous semesters, PUCE gave support to IES Abroad during Registration, but the new interim director withdrew support this semester for the international students’ office at PUCE.

   IES Abroad may ask students in the future to register on-line prior to arriving in Quito. This process will need to be monitored closely and IES Abroad staff will need to make sure that students understand the details of the process so they can advise students accordingly.
Recommendations

- A scavenger hunt as an Orientation activity might be very effective in helping students learning the city, as has been the case at other sites. There is some concern that, although personal safety issues are discussed repeatedly, students do not take security precautions seriously enough when they first arrive, so it would be advisable to schedule this activity later in the week and with groups of students.
- Because of complications in the registration system, students should have many alternate classes approved before arriving in Quito. IES Abroad should add a link to the PUCE web site so students can find courses in advance more easily. Further, IES Abroad should add a page to its website that explains how to read the PUCE web site so students understand the intricacies of the course numbering system, departmental designations and the grading scale. Copies of these documents should also be given to students in advance of their arrival.

C. Instructional Quality

The IES Abroad faculty is one of the greatest strengths of the Quito program. Each faculty member brings his or her own unique style and experience to the classroom. The committee was unanimously impressed with the dedication and overall professionalism demonstrated by the faculty. They show a true love for their area of instruction and this enthusiasm translates well into the daily lives of the students. Most of the faculty hold a Ph.D. and also teach at other local universities. Many conduct research and hold professional positions, allowing them to contribute both academically and practically to their field. Although IES Abroad faculty lead busy professional lives outside IES Abroad, their commitment to the students and the IES Abroad mission is obvious.

Students and faculty alike stressed that IES Abroad courses are sufficiently rigorous. Faculty expectations and rigor were noted by reviewing the syllabi and by making classroom observations. The syllabi are well composed and contain strong outcome measures. The goals and objectives are clear. When listed as part of the syllabus, experiential opportunities are carefully integrated into the course work. Faculty offer students many opportunities to demonstrate they not only have read the required materials before class but that they are able to take their reading a step further by analyzing and incorporating that learning into the class discussions. The committee found that there are adequate and meaningful assignments given to students to enhance their learning of course materials, improve their language skills, and learn more about the culture of Ecuador.

Almost every course utilizes Quito and Ecuador as the living classroom. The committee attended a field study at the Botanical Garden and saw the instructor bring his classroom to life. Students were asked questions from previous class sessions and readings and were able to articulate academically appropriate and complex responses in Spanish. The weekend the committee arrived, students went to a small indigenous village outside of Quito for an overnight field study. They saw first-hand what they had learned during class. Comments by students were overwhelmingly positive about both the in-class and out-of-class learning environments the faculty provide.

Interactive and participatory learning is the prevalent pedagogical style for the IES Abroad Quito classroom. IES Abroad faculty members’ understanding of effective teaching strategies targeting U.S. students seem to come from their own educational experiences in the U.S. and/or from other experience teaching international students in Ecuador. Generally, the classes we observed used a variety of pedagogical strategies that are common in U.S. classrooms (i.e. group work, student presentations, etc.) and with which IES Abroad students are familiar. Faculty use PowerPoint during their class sessions as well.
as clips from the Internet and films to help illustrate the main points of the lecture. For instance, in the class on Andean popular arts, the instructor showed the students an important website run by indigenous people. She also requires the use of audiovisual materials in student presentations. Some faculty members ask students to debate topics while others ask students to read articles and present their findings. Students are engaged during class and add their own perspective to what is being taught.

Some of the faculty noted that in the last two years IES Abroad Quito has developed more stringent academic policies in regards to attendance, participation and completion of assignments which has led to a richer learning environment for the students.

Until now, group faculty meetings have not occurred. IES Abroad staff members meet individually with each faculty member to review student evaluations and to make changes to syllabi. The Director says he has tried to convene faculty meetings but the timing has not worked. The two faculty on the review committee said they would welcome faculty meetings and would encourage other faculty to attend future meetings. The committee discussed having set topics for discussion and asking faculty members to share their best practices because such an agenda might help faculty see the importance of group meetings and also feel they are contributing to IES Abroad Quito’s academic mission.

**Recommendation**

- IES Abroad Staff and the faculty should establish a formal meeting time for faculty. The group should determine when and how often the meetings occur as well as the topics to be discussed. Topics could arise from the expertise of the group. For example, faculty could share ideas of how they incorporate field study to enhance their courses, or the group could discuss ways to gather feedback on teaching and pedagogy. In addition faculty could discuss the possibility of class observations as an opportunity for development. The group could also discuss ways to induct new IES Abroad faculty through a mentoring system. Finally, where useful, visiting faculty from the U.S. could be asked to share their pedagogical expertise with the local faculty as a part of their visit to IES Abroad Quito.

**D. Curricular Design**

The academic program is designed in keeping with the character of local academic practice to promote students’ academic and cultural integration. Students are encouraged to participate in all aspects of Ecuadorian university life at the partner schools, including joining academic and social clubs. A new Intercambio (language exchange) program was just established at PUCE and the students were very excited to have this opportunity. According to IES Abroad Quito staff, previous students who have attended classes at Facultad Latinoamericana de Ciencias Sociales (FLACSO) said that the experience is extremely rich in that most of the students are professionals and they bring a “real life” perspective to the classroom setting. Many students have made friends though their courses and the clubs they have joined.

As Ecuadorian culture is quite complex and diverse, students are encouraged to explore the multitude of cultures through their academic work including course readings, assignments, field study and discussions of daily academic topics with their homestay families. Students can also take the “Service Learning/Internship” course which incorporates a seminar and site placement where students are exposed to the business world and to social issues Ecuador is facing today. Ecuadorian culture is also taught first-hand through the IES Abroad-sponsored educational field trips to important Ecuadorian sites such as the Galapagos and the Amazon region. Many classes also invite guest lecturers to speak about
important curricular areas and faculty provide information about current cultural, political and special events in their courses.

Students with diverse majors and interests are able to find appropriate courses through IES Abroad and the partner universities. The array of course offerings at IES Abroad and the partner universities allows students to take a variety of subject areas such as the language of Quichua, Andean popular arts, environmental diversity, contemporary Andean literature, cultural diversity, and many topics in economics, business and political studies.

No recommendations

E. Language Development Opportunities

Language instruction, when appropriate, is integrated into all courses and IES Abroad activities. In language courses, students gain a perspective of the host country’s values, history, culture, and current status. Students also sign a language pledge whereby they commit to speaking Spanish. Students are provided out-of-classroom opportunities to develop oral, listening, and writing skills in Spanish. Upon request, tutoring and/or other forms of academic assistance for students are provided.

Students are required to take all of their classes in Spanish. The IES Abroad faculty provides on-going opportunities for students to improve their Spanish oral and written skills. Students are expected to come to class prepared to discuss reading assignments and current events that are relevant to classroom learning. Students often give oral presentations, sometimes including PowerPoint to tell their story. Students practice their Spanish skills with their host families and in daily life interactions in the city. They also have the opportunity to develop their language skills in field study work and in service learning/internships.

In reviewing the Spanish language course syllabus and observing the class, the Committee observed that at times the course did not connect with the cultural, historical, and current events of Ecuador. Many of the course materials are generic and do not carry an Ecuadorian flavor. While observing the course, the Committee heard students expand the discussion of a reading by a Mexican writer to go on to discuss machismo and patriarchy in Ecuador and briefly compare it to the U.S. However, judging by the syllabus, the course lacks a concrete local or regional focus.

Since students come to Quito with a variety of language levels and academic backgrounds, tutors are available for those students who request this service. One of the challenges of the current IES Abroad Spanish language course is the wide variation of language abilities among the students. There are currently 15 students in just one class, and it is difficult for the instructor to design and teach a single course for a group of such mixed abilities. Many students also commented they would like to have more emphasis on academic writing because they struggle with this skill in IES Abroad courses as well as courses at the partner universities.

Recommendations

- The current course should be divided into two discrete classes, both at the advanced level. Student placement would be determined by the on-site language placement tool as well as the recommendation of the language instructor.
- Both the new and existing Spanish language courses should incorporate learning materials that focus on the local and regional culture, history and current events. More opportunities to engage with the local community should be included in out-of-class assignments.
A one-credit writing tutorial should be offered as a developmental supplement, specifically because students are taking many courses outside of IES Abroad and both IES Abroad and partner university courses require written assignments and papers.

F. Internships and Service Learning

There is a universal discussion about the description of service learning and internships as specific and separate kinds of experiential learning. During the week-long visit, the Committee members were able to observe how internships and service learning are integrated into the companion seminar, how and when students are placed, what kind of reflection takes place and the levels of collaboration between IES Abroad and the community organizations. The course construction, both in presentation and outcomes, allows for a high degree of integration between the internship/service learning and course materials. The question is whether integrated efforts are sufficient, particularly in terms of a semester course. Two Committee members visited two site placements, a public hospital and a private colegio which clearly linked the topics that were observed in class with the site work. However, students seemed to have more difficulties seeing the links, as their reflection pieces tended to discuss more about their day-to-day tasks and were less analytical of how these tasks relate back to the course materials. Students also said they have little time during class to discuss their unique experiences, thus missing out on sharing and making the connections with what is happening at each other’s site placement. The Committee was told that students will have the opportunity to visit several sites, but they will still need an avenue for directed discussion and reflection to make these visits meaningful. As part of their internship/service learning course, students write a journal entry each day they work at the site in which they report what they did and how they felt about the work (which is called “analysis”). This kind of exercise can serve as a reflection but is done in isolation. The assistant to the instructor collects the journals and does use the information to detect and solve problems but appears not to respond to them otherwise. The journals may also be shared with the course instructor.

Placement is accomplished through several steps. Students fill out a form requesting an internship/service learning placement before coming to Quito. The form includes a rank-order selection of topic areas as well as open-ended questions about student qualifications, expectations, and goals. The placement form is reviewed by the assistant instructor who then looks for very specific placements with organizations in the area. This is a complex process that requires respecting timelines and the needs of the organization as well the very specific wishes of the student.

A review of recruitment, placement, and reflection raises some general observations about the program. One is that it is difficult for one program to be all things to all people. Another is that the program may be weakened by the call for so many partnerships with community organizations in order to meet the demand for specific kinds of internship requests by students which impacts sustainability for both sides of the partnership. In addition, because there are so many organizations brought in to meet student wishes, much of the “partnership” appears to exist between the assistant to the instructor and the organization as opposed to IES Abroad and the community organizations. If the number and types of organizations could be reduced and focused, more emphasis could be put on the relationship between the community organizations and IES Abroad.

Students raised issues concerning the difference between internship and service learning, and the Committee observed these difficulties as well. Some of the complication in responding to this difference is again a result of IES Abroad's need to appeal to the perspectives of the students, the community organizations, and the home institutions. One
possible way to assuage the problem is to change the language to help resolve some of the definitional issues. This would also acknowledge the discussion among U.S. institutions about moving the topic of student engagement into 21st century pedagogy. Community based learning could be adopted in place of service learning which continues to be misconstrued by many as more a service than a learning experience. The internship could be re-envisioned as community engaged learning or even community engaged research. While having discussions, the Committee learned that for legal reasons the term “internship” can no longer be used in Ecuador.

Recommendations

- For both legal and programmatic reasons the term of “internship” should be changed. For marketing to U.S. schools the language should be community based learning and practice (research could be a piece of this).
- IES Abroad should, over time, reduce the number of partnerships so that more collaborative work may occur between the organizations and IES Abroad. This model also helps develop relationships among the organizations rather than just between the community organizations and one person. This model will also lead to more sustainable relationships and meaningful work for the students.
- The new model should include an agreement from the community organizations and IES Abroad to creatively expand the number of students and the work that students will do in the organizations. The number of students must be reasonable for the organization. Some students may continue to do direct service such as tutoring or working with a micro credit NGO. Other more practice-oriented pieces (internship-like) will be created with input from students, IES Abroad, and community organizations.
- Opportunities for reflection should be built into the students’ time on site and during class. It should also be suggested that students can frequently reflect with students who are working at the same site, even if their work is different. This could include shared journal entries.
- Some minor adjustment to the journal may be helpful. Having two parts, observation and analysis, is a good start. It may be helpful to include more direction in both parts. For example, in the analysis the students could be prompted by a statement such as: “How did your work this week intersect with this week’s course readings and discussions or with class work from previous weeks? Be Specific.”

G. Field Study and Trips

Field study is an integral part of the IES Abroad academic program. Faculty members have done an excellent job of combining lecture, out of class readings and class discussions with thoughtful field study. IES Abroad faculty couple academic learning with a deepened cultural understanding of Ecuador for the students through the effective use of field study. IES Abroad faculty is well qualified to lead field study as well as the IES Abroad field trips. Both of the major IES Abroad field trips, one to the Galapagos Islands and the other to the Amazon Region, are led by an IES Abroad faculty member and are associated with IES Abroad courses. One request by the faculty member who leads the trips and also teaches the associated courses is to find a way to divide parts of the field trips so that he can work more closely with students taking the classes so they have an even richer academic experience.

IES Abroad staff also accompanies each field study that is outside of Quito and the two field trips. Staff and faculty are well trained on IES Abroad emergency protocols and follow them closely while on trips. They take copies of all medical records and passports and remain with any student who is ill. In one instance they even have an agreement with an oil company so that, should an injury occur in an inaccessible area of the jungle, the oil
company helicopter is available for emergency transportation to appropriate medical treatment.

**Recommendation**
- IES Abroad staff works with faculty to develop a way to divide the two major field trips into two sections so that those taking the class associated with the field trips have an experience that is more academically tied to the course, thus allowing the instructor to incorporate classroom leanings and assignments into the field trip.

**H. Engagement in IES Abroad-Sponsored Cultural and Social Activities**
IES Abroad staff and faculty tell students about local events and there is information in the Center and on the campuses on other events that are available to any student. The staff sends weekly emails stating what events are coming up and also post information in the student lounge area for a quick reference.

*No recommendations*

**I. Involvement in Other Academic, Political, Economic and Cultural Institutions**
FLASCO offers weekly movies for students as well as many other free exhibits, lectures and conferences that IES Abroad students are encouraged to attend. PUCE also posts upcoming events in most every building and area where students are likely to gather. Homestay families are also a good source of information and often accompany students to local events. Students are given opportunities to become immersed in various academic and cultural activities during IES Abroad classes by way of guest lecturers, field, the Spanish language course and most of the other area studies courses. The “Service Learning/Internship” in particular provides opportunities for immersion.

*No recommendations*

**J. Re-entry into Home Culture and Home Institution**
As mentioned earlier, the Center is preparing to initiate the SOAR (Student Orientation, Acculturation and Re-entry) program. This will provide more structured opportunities for adaptation and a place for formalized sessions on re-entry. Students are also asked to be “Ambassadors” for the IES Abroad Quito program for which they provide invaluable information for future students.

*No recommendations*

**II. Resources For Academic and Student Support**

**A. Faculty Qualifications**
IES Abroad faculty members are highly qualified in their field of study and have strong academic credibility in Ecuador. Most of the faculty teach at either Universidad de San Francisco de Quito (USFQ) or FLACSO. Most of the faculty members hold Ph.D.s; those who do not hold Master’s degrees. Most faculty members are engaged in scholarship in their field of expertise and are also real life practitioners. Faculty have proven to be an excellent font of understanding local culture as well as for the subject matter of their course. Each has a strong commitment to the IES Abroad mission, fostering the highest academic quality and helping students become integrated into the local community.

*No recommendations*

**B. Administrative Staff Qualifications**
The Center staff has formed a strong, efficient team under the leadership of the current Center director. They work in a collaborative and mutually reinforcing team to meet student needs. The director prefers to use a team style of management, which was confirmed by observation by the Committee and discussions with other staff. The current director has been in this position since October of 2007 and spent the first few months observing, answering questions and asking questions, before beginning to slowly make changes.

Recently, he put together a committee of primary staff, three faculty members, two homestay parents, one direct enrollment student and one area studies student to build a strategic plan for the Center. They defined goals and articulated a vision for this Center. The next step is to add objectives, action items and evaluation processes.

The IES Abroad Latin American Center directors will soon begin holding monthly meetings via Skype to discuss the strengths and weaknesses of each program and to learn and assist each other. The Quito Center Director would like to lead by conducting an exercise on strategic planning for all three Centers in South America. If the budget allows, he would prefer that the directors meet in person for a weekend so they can develop a plan not only for each Center but for Latin America as a whole.

The IES Abroad Quito staff members are all well qualified for the jobs they hold. The Center Director has a strong background in administration and management, with years of teaching experience at the university level. One of the classes he taught was “Organizational Behavior.” The Academic Coordinator teaches at a local university and has many contacts with faculty and administrators in Quito. He works closely with the partner universities and enjoys strong relations with the staff at those institutions. The Student Affairs coordinator is well qualified and experienced and actively participates in on-going professional development. She participates in the monthly IES Abroad webinar and in regular Skype meetings with other IES Abroad Latin American coordinators.

The staff has an unfaltering commitment to IES Abroad and to the mission of the IES Abroad Quito program. They have a mutual respect for each other, the faculty, homestay families and the community organizations with which they work. One message that comes over very strongly from students and faculty alike is that the staff is what makes the IES Abroad Quito Center so successful. Students feel a genuine care for their well-being, safety and academic endeavors. The staff at times goes above and beyond what is expected of them and does so willingly and with a smile.

Recommendations
- The Quito staff should finish their strategic plan and begin implementation.
- Find a creative way to have the Latin American Center Directors come together to develop a strategic plan for Latin America.

C. Academic Advising
The IES Abroad Academic Coordinator can readily help students understand the goals and objectives of each IES Abroad course. He has a strong understanding of what is available at the partner universities as well. However, it is not possible to know exactly what classes – especially at PUCE – will actually be available. Course options are not available in advance in the PUCE system and cancellations are common in the first few days of registration. That uncertainty makes academic advising difficult, no matter who is doing it. Students understandably consider the registration process to be confusing. Of course, part of their confusion comes from comparing it to the pre-registration system on U.S. campuses and the fact that it takes place in the first week of arrival when students find everything confusing and unpredictable.
The Coordinator will be better able to assist students if the students know and understand the approval procedures and credit policies for their own campus. In order to assist the IES Abroad staff in verifying prerequisites, students should bring a copy of the pages of their home institution catalogue (or know how to access it on-line) describing classes in the major or minor – since those are the subjects where the student is most likely to seek upper division classes with stated prerequisites.

Courses taught at FLACSO are at the graduate level and require a high level of Spanish. Students who have taken classes at FLACSO in the past have said it was a tremendous academic experience and they were grateful to have taken these classes. Students can be intimidated both by the courses themselves and the fact that the courses start much later in the term. Furthermore, if a class does not open or ends up being too difficult for them they cannot drop the class without falling below the 15-credit minimum.

**Recommendation**

- IES Abroad should make home campuses aware that students should have many IES Abroad and PUCE classes preapproved so that multiple alternates are available.
- Ask students to bring copies of their home institution catalogue describing classes in their major or minor or to make certain they know how to access their college catalogue online.
- Students should be encouraged to take classes at FLACSO and IES Abroad, and students should be able to drop an IES Abroad course after the drop/add period if they are able to take a course at FLACSO as long as they do not fall below the 15-credit minimum by doing so.
- Look for alternative partner universities so students can have a wider choice of institutions providing outside courses.

**D. IES Abroad Academic Center Staff Size**

The ratio of staff-to-students is appropriate. This program shows clear signs of growth potential, and that will require staff expansion at the appropriate time.

**No recommendations**

**E. IES Abroad Academic Center Facilities**

Each staff member has a private office that allows for private conversations with students, faculty and homestay families. There is an office with a computer and Internet dedicated for faculty use. A student computer room also houses the Center resources and materials needed for classes. When classes are not in session, students can use the classroom for studying and working on projects. At the current program size, the Center has adequate classroom space. There is one traditional classroom with desks, a white board and access to the Internet. There is also a boardroom style space that has an oblong table and can be used for smaller classes. The Center has made the decision to hold no IES Abroad classes after 6:00 p.m. for reasons of student safety, and this schedule allows for adequate space for existing classes.

The IES Abroad Center is well located in a safe and active neighborhood. The space is housed in a FLACSO building and students have access to a large library, cafeteria and cultural events sponsored by FLACSO. The IES Abroad Center facilities meet IES Abroad safety standards, and they pay a service fee for routine and preventative maintenance of the facility and the grounds. They have service contracts for office equipment as needed.
The Center building appears to have fairly good access for students with physical disabilities but accessibility in the city itself is much more difficult. Quito would present a definite challenge for students with physical disabilities.

**No recommendations**

**F. Access to Local Educational and Cultural Institutions**
IES Abroad has written agreements with all of its current partner universities for course enrollment and credit except for FLACSO. The Center has an informal memorandum of understanding.

**Recommendation**
- Secure an official agreement with FLACSO

**G. Library and Resource Center**
The IES Abroad library is small, but students have open access to the FLACSO library also. The university library at PUCE does not have open stacks; however, students can check out books easily. With the combined resources, students have adequate access to materials to complete class assignments.

**No recommendations**

**H. Instructional Technology**
Students have access to computers although it is not always quiet in the main computer area. However, students can work in other areas of the Center that are quiet. Students also have access to several computer labs at the partner universities. The Center is equipped with wireless Internet, although service is frequently interrupted. This phenomenon happens throughout the city on a regular basis.

Faculty members have access to PowerPoint projectors, Internet in the classroom, and a photocopy machine for their coursework.

**No recommendations**

**I. Housing and Home Stays**
All students are housed in homestays in the Quito program unless they opt for independent housing. All housing is located in strictly-defined areas of the city where the staff knows that police patrols are regular. Most homestays are in buildings that have a security guard stationed at the front door and require a key for entry. Committee members visited two homestays and found them to have the IES Abroad required safety equipment. In observing the interaction with the families we visited, it is evident that the student affairs coordinator works easily and congenially with them. However, she is clearly representing IES Abroad policy and student interests, and there is no doubt that she speaks firmly when necessary.

Families are active contributors to the Quito experience. The student affairs coordinator tells host families that “this (being a homestay family) is a service, not a business.” The families are an important part of the safety network.

Housing is close to major bus lines, and students have no trouble accessing and using the buses. For safety reasons, the staff recommends that students take taxi cabs after 6:00 p.m. or so, which is an affordable alternative for them.
Students are able to partake in local culture and often their homestay families invite them to attend family outings along with cultural and national events. Students resoundingly stated that the homestay experience is one they will treasure for years to come. Those who choose to become a part of the family while they are in Quito maintain a close relationship after they leave, and some students return for visits.

The student affairs coordinator screens and visits the housing and inspects it to be sure that it meets all IES Abroad guidelines. She talks to each family once a month, when they come in to pick up their check, in order to gauge how the family feels the student is doing in the homestay. She also manages to find occasions to visit the homes through the semester (a student’s birthday, delivering student mail, Christmas or other celebrations, etc.) so that the visit is not intrusive. She does talk with students informally at the Center, but not systematically. The SOAR program, when it is implemented, will provide a more systematic method for talking with each student at least once in the semester and asking specifically about the homestay. The housing evaluation record is excellent, and rarely do students need to be moved from homestays.

Student reports confirm that the homestays are excellent – even though some are more privileged than others. Students are told this in advance in the pre-departure guide. Although the practice of having domestic help in many homes is addressed specifically in cultural, historic, and economic terms, many students still find it hard to understand and to adjust.

Host family information is updated every semester. The information includes a copy of driver’s licenses. The program started with 80 families and maintains a reserve of potential families. Each family application is reviewed and the family is interviewed. IES Abroad allows only one student per family.

The IES Abroad staff holds an orientation for homestay families at the beginning of each term to reinforce IES Abroad standards and policies. Homestay families are encouraged to share their experiences with each other and to discuss how they have worked with students to overcome cultural differences regarding personal space, food options and expectations for communication.

Sometimes IES Abroad Quito staff members have trouble getting the total student packet of information from Chicago by the time it is needed. The delay may well come from the students, but IES Abroad Quito staff should be sure that staff in Chicago know the time constraints in Quito for these documents, such as the Medical Report.

**Recommendation**
- Get the complete student packet of information from Chicago to Quito as soon as possible.

**J. Student Qualifications**
Students all seem to meet the minimal GPA requirement for this program and have sufficient academic preparation before coming on the program. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin. Students appear to be in good standing at their home institution as far as the committee could tell.

**No recommendations**

**K. Health**
Students reported having adequate access to health care facilities and that staff is available to accompany them to the doctor or hospital as requested. The health insurance provided by the program seems adequate.

No recommendations

L. Safety and Risk Management
All Center staff members carry cell phones and can be reached 24 hours a day, seven days a week by students and IES Abroad Chicago staff as needed. Chicago staff work closely with Center staff on safety and risk management issues common to IES Abroad and unique to Quito. The emergency plan is reviewed and evaluated regularly by appropriate Chicago staff.

Safety procedures are communicated to students during orientation and are repeated throughout the term. Staff members practice the same safety measures that they advise students to take (not walking alone at dusk, taking taxis at night, not using a cell phone while they are walking, not eating food from street vendors, etc.). Alcohol is not permitted in host family homes, and host families are asked to report any incidents of intoxication or suspected drug abuse. Host homes have a smoke and carbon dioxide detector and a fire extinguisher.

No recommendations

Direct Enrollment Program

I. Student Learning Environment
A. Pre-departure information
IES Abroad shares a partnership for its direct enrollment program with Universidad de San Francisco de Quito (USFQ). The university has a modern system and takes pride in following the American educational and organizational models. The cooperation between IES Abroad and USFQ seems to be extensive and the relationship is one of collaboration and mutual respect. USFQ administrators explicitly mentioned their appreciation of the support that IES Abroad gives them to implement their application, registration, and language placement test. They also mentioned that it is helpful that IES Abroad has extensive student services that include housing.

USFQ does not need to assist students with the visa process for enrollment as IES Abroad takes care of this. However, while visiting the campus, a situation with a non-IES Abroad student arose in which the International Office at USFQ was extremely helpful and made use of their legal contacts to resolve a situation of the student’s own making and negligence. This could be an important resource, should any IES Abroad student ever need that kind of legal support.

Students said that pre-departure information was adequate, and the GetSET! Guide was complete and accurate except they wanted more information about packing lists. Once the Banner Registration system goes on-line at USFQ, IES Abroad students will need to be made aware of this and will need support on how to use the tool.

No recommendations

B. On-site cultural and academic orientation
The question was raised about how well students are oriented in terms of the physical setting. The Committee observed that the campus layout is a bit confusing, but an
attractive, large, color map is provided in the orientation package. There is also a map in
the student agenda, a complete set of maps posted in the library, and extensive signage on
 campus. The orientation at USFQ consists of 30 student monitors whose task is to give
campus tours to IES Abroad students and orient them to the campus, as well as to cover
some topics of cross-cultural adaptation regarding their study and living environment. The
student guides are explicitly instructed to avoid giving academic advice or student gossip
about courses and professors.

There used to be a system of *tutores* assigned to each group of international students. In
the U.S., these faculty members would be called academic advisors, since it is their role to
support the international students in their choice of courses, based on their performance on
the Spanish language placement test. The international student director mentioned that
with the introduction of the online registration system, the ‘tutoring’ system had fallen into
disuse. The Committee spoke at length to Diego Quiroga, a vice president at USFQ and
member of the Review Committee, about re-introducing this system and assigning the role
of tutor to Hugo Valdebenito who is already extensively involved in the IES Abroad group as
a faculty member and leader of several field study projects. In the coming Fall term, USFQ
will implement the Banner registration system for international students, which may further
affect the process of registration and advising. The faculty is currently receiving training in
this system and they will determine how this system will influence their advising and
registration procedures. The staff at USFQ plans to train the IES Abroad Quito staff on the
Banner system.

**Recommendations**

- Publish a map of the USFQ campus in the IES Abroad materials so that students will
  have access to this information the very first time they visit the USFQ campus. This
  information will lower some of the anxiety that students feel about direct enrollment
  and entering into a new academic environment
- Encourage the international office at USFQ to re-instate the tutoring or academic
  advising assistance for international students.
- Manage expectations by beginning the advising process as early as possible. Try to
  educate U.S. home institution advisors about the change to Banner.

**C. Instructional quality**
The Committee member who visited USFQ attended two classes, one of which was taught
by one of the IES Abroad faculty members; this gave an interesting basis for comparison
with IES Abroad courses. The students talked about the phenomenon of courses mostly
populated by U.S. students. One of the classes was indeed an ‘open’ course, meaning it was
populated by a couple of adult Ecuadorian students as well as an overwhelming majority of
international students. The second course enrolled about 30% international students. Both
professors used modern, participatory teaching methods and the students’ active
participation was required. Class time varied with interesting and appropriate group work,
student presentations, sharing of student opinions and discussion. Both classes required
serious preparation on the part of the students in order to accomplish the task at hand.
Both professors were open to questions, very approachable and engaged in the pedagogical
project.

**Recommendation**

- Include information in IES Abroad materials about open courses, extension courses,
  regular *carrera* courses as well as electives, courses taught in English, and the
  presence of local students in each of these kinds of courses.
- Inform students in advance that although there are courses taught in English, these
  are not open to IES Abroad students.
D. Curricular design and international students
Students have access to all the courses in the curriculum. However, based on their performance on the language test, they are advised to take certain courses and avoid others. It is the policy of USFQ not to deny admission to any course unless it is already fully subscribed. Students commented that some courses were already full by the time they registered. IES Abroad registration takes place online and prior to departure. Students are not allowed to take courses in English according to IES Abroad policy, although USFQ has no such policy. One IES Abroad student was given special permission to attend an English-taught course because she needed the course to stay on track for graduation, and her home institution approved her taking the course.

IES Abroad students also have access to many 'activity-oriented' classes such as yoga, studio art, or weaving. Although students can take these courses, they do not count toward the IES 15 credit minimum course load. In the past, resident USFQ students did not receive credit for such courses. This policy will change in fall 2009 allowing resident students to earn credit for these classes. IES students will now have an even greater opportunity to attend classes with resident students. It seems that the IES Abroad advisor and the staff at USFQ do a good job of guiding students and encouraging them to take a well-balanced curriculum at USFQ. A mix of courses seems the best approach to ensure the best possible academic experience for IES Abroad students.

Faculty and advanced level students provide tutoring support for all disciplines at a well-run tutoring lab. It is located in the same building as the international office, but it seemed the students do not make use of the service, even in the cases of declared need.

Recommendations
- Make more information available to students and home institutions about the language placement tool and the courses in which students will likely be able to enroll based on their performance in the language assessment tool. USFQ keeps a list of courses that are recommended to students based on their level of language. Students should be given that list as soon as possible.
- Include the mention of the tutoring lab in the IES Abroad Quito materials.

E. Field trips
USFQ provides field trips that could be very attractive for our students. Some students take advantage of the trips as part of their course work while others may go on the trips for social reasons. Most IES Abroad students opt to go on the IES Abroad sponsored field trips rather than the USFQ trips so they can be with their IES Abroad friends.

Recommendation
- Ensure that IES Abroad students know that USFQ offers field trips, and tell them to check with the international student office at USFQ for more information about them.

F. Engagement in cultural and social activities
Students can join a variety of clubs that meet at the USFQ campus. Some clubs are social such as rock climbing and mountaineering while others are more academic such as the drama club. USFQ also hosts a variety of academic lectures that are free to students.

No recommendations

II. Resources for Academic and Student Support
A. Academic advising  
The international student office at USFQ holds an orientation for students to outline the University rules and academic requirements. Students pre-register online but have the opportunity to change classes during the add/drop period.

The USFQ international relations director mentioned that the IES Abroad Academic Coordinator had been present at USFQ during orientation and that he had been helpful to IES Abroad students in their course selection. The students who were interviewed did not feel that there was any undue pressure by IES Abroad staff for them to take certain kinds of courses. There seemed to be a good balance of more challenging courses, activity-oriented courses, courses in which the majority of the students were international, and courses populated by Ecuadorians. In the end, the IES Abroad students established a course schedule that met their academic needs and interests and they were allowed to make their own final course selections.

Recommendation
• Ensure IES Abroad staff monitors the use of the Banner Registration system and keeps IES Abroad Chicago informed of the schedule when this will go into effect for students’ use.

B. IES Abroad and University facilities  
USFQ provides an office for IES Abroad staff to use when they are visiting the campus. IES Abroad Staff goes to the campus several times during orientation and the first few days of class to help students as needed. IES Abroad staff continues to visit the campus throughout the term but on a more limited basis as students adjust to the rhythm of the university and also come to the IES Abroad Center to meet with staff.

While USFQ attempts to meet with needs of students with physical disabilities by providing ramps for wheel chairs, the USFQ campus is not easy to navigate. If students have a documented learning disability, IES Abroad staff will work with USFQ staff to provide a reasonable accommodation where possible.

No recommendations

C. Access to local educational and cultural institutions  
IES Abroad and USFQ have a written agreement for course enrollment and credit. IES Abroad students are allowed to partake in USFQ sponsored activities and can join clubs. Some IES Abroad students have participated in sports sponsored by USFQ such as soccer.

No recommendations

D. Research and library facilities  
The library is well situated on campus for easy access. It is an extensive, open-stack library. It is a bit noisy but very well used. Students were working there and congregating. It has a good audio-visual collection with facilities to watch movies individually and in small groups.

No recommendations

E. Instructional technology  
The resources at USFQ are exceptional. There are computer labs open to students and students have access to Internet and audio-visual materials as needed. Students also have access to the IES Abroad and FLACSO facilities.
No recommendations

F. IES Abroad Student qualifications
Student selection is rigorous, and most U.S. study abroad coordinators understand that the Direct Enrollment program at USFQ requires good language skills and strong academic skills. Rarely does a student lack the language ability to succeed in USFQ classes. USFQ has a Plan B which includes some independent study and more dedicated language classes if that were ever the case, but they have never had to implement the plan.

USFQ admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin. As far as the Committee can determine, students are in good standing at their home institutions.

No recommendations

G. Safety and risk management
University and IES Abroad staff members inform students about local safety concerns during the IES Abroad and USFQ orientations. This message is reinforced by the USFQ student mentors as they orient the students. IES Abroad staff members remind students periodically about the precautions they need to take to remain safe.

The University is in a safe location, and student safety on the campus is protected. Security is more than rigorous and the campus is not open to outside persons who have not been specifically invited to come on campus. In order to enter the campus, you must either have a student or staff identification card. If you are a guest, you must be on a visitor’s list and you are required to leave a form of identification with the security guard.

No recommendations

H. Student behavior
The IES Abroad staff and USFQ staff enjoy a strong working relationship, and USFQ staff and faculty keep IES Abroad staff members informed of students’ academic issues or other types of disciplinary issues. The Committee member was shown the university document on academic honesty, which sets rigorous standards. With the implementation of Banner, USFQ will generate an online form for the honor code.

No recommendations

Conclusion

The IES Abroad Quito program has made great strides towards excellence in its short history. It seems poised for growth and continued expansion of academic opportunities as well as the possibility of strengthening its relationships with local universities. IES Abroad would do well to reexamine some of the existing relationships and make certain that they are still meeting the needs of our students. Options for affiliations with several other host universities are being investigated and will offer further opportunities for our students.

The internship program, probably the most attractive feature of the Quito program, can benefit from a different philosophical approach as outlined and proposed by Dr. Heidi Barajas. Such changes will significantly improve the sustainability of the program and thereby become more relevant to student integration into the local community.
The review committee would like to thank the staff and commend the IES Abroad Quito Center for the fine relationship that has been established with the Quito faculty. This relationship can provide the necessary support and background needed as new faculty are recruited and as the program expands.
Appendix A

Charges to the Committee

IES Abroad decided to open a program in Ecuador to expand its presence in Latin America and the developing world. Ecuador is a unique country, full of contrasting geography which includes the Andes Mountains, the Amazon, the Galapagos, highlands, tropical rain forest and coastal areas. There is much diversity both with the people of Ecuador and the flora and fauna of the various regions. Quito is a vibrant and modern city of nearly 1.4 million people located about 22 miles from the equator. Its high altitude ensures the “eternal spring” climate throughout the year. The city of Quito has a plethora of colleges and universities. IES Abroad has partnerships with three of the most prestigious universities: Pontificia Universidad Catolica del Ecuador (PUCE), Facultad Latinoamericana de Ciencias Sociales (FLACSO), and Universidad San Francisco de Quito (USFQ). The three unique IES Abroad programs consist of an area studies and language program, a direct enrollment program, and an environmental studies summer program. IES Abroad plans to add a January term program concentrating on power and the political process in the Andean Region. This new program will pay special attention to the process that involves indigenous people and the Afro-Ecuadorian population.

The IES Abroad Quito Area Studies program opened in fall 2005 with 13 students. In the current spring term there are 23 students. Until this spring, the fall term had attracted more students than the spring; however this academic year we had 14 students in the fall and 23 for the spring. With the strong evaluations this program has received over the last year, we expect the program to continue to grow.

The Areas Studies program requires a minimum of four semesters of college level Spanish. All IES Abroad courses are taught in Spanish in disciplines that include anthropology, art, culture studies, economics, environmental studies, international relations, literature, political science and sociology. We also offer an internship/service learning seminar. Our faculty have been particularly adept at incorporating field study into their course work, including trips to the Galapagos and the Amazon as well as more localized field work in the diverse city of Quito and its surrounding areas.

One area that needs attention for this program is Spanish language instruction. The program first enrolled students into Spanish language courses taught at one of our partner universities but the courses were taught on an intensive basis, with classes lasting all morning for six weeks. It became difficult to run IES Abroad classes and allow students to take other outside courses with such an inflexible schedule. Many students also commented that they needed the consistency of having a Spanish course for the full term and not just six weeks. IES Abroad now teaches one Spanish course which could be developed into two to accommodate different language levels.

Students in our Area Studies program have the opportunity to take classes at two partner universities: Pontificia Universidad Catolica del Ecuador (PUCE) and Facultad Latinoamericana de Ciencias Sociales (FLACSO). PUCE is the oldest private university in Quito and is located in the downtown area. Students generally take a bus or walk from the Center to classes. The majority of our students take classes at PUCE. However, PUCE requires our students to take a Spanish language placement exam and if the student’s score is not high enough, s/he is not permitted to take extension, open or regular courses. We have had a few students who have not reached that minimum score. FLACSO is an international graduate school devoted to the Social Sciences. As these are graduate level courses, students are required to take an on-site language placement test which will determine if students qualify to take these courses. We generally have one to two students
per term who take a course at FLACSO. The IES Abroad Center is located in the FLACSO building.

The IES Abroad Quito Direct Enrollment program began in fall 2006 with three students and the current spring term enrolls 14 students. This program requires a minimum of six semesters of college-level Spanish and students are required to take all of their courses in Spanish. Students are allowed to take the internship/service learning seminar through the IES Abroad Quito Area Studies program. All other courses are taken at Universidad San Francisco de Quito (USFQ) which is located in Valle de Cumbaya, a suburb of Quito. USFQ offers courses in a wide variety of disciplines, meaning students can take courses in almost any academic area. The vast majority of the faculty holds a Ph.D. There are many international students who attend USFQ, so academic advising by IES Abroad staff is key to help students find courses that are attended largely by Ecuadorians rather than purely US students.

The third program offered is the IES Abroad Quito Environmental Studies Summer Program. This program started in summer 2006 with 10 students. In summer 2007, the program enrolled 16 students, and in summer 2008 there were 18 students. This English-taught program is 7 weeks in length. Students are required to take three courses, one of which is a Spanish language course. The other two courses include Environmental Issues: Conservation and Public Policy in Ecuador, and Ecuadorian Ecosystems. Field study is an integral aspect of the program, and students spend up to three weeks in the Galapagos Islands studying the unique flora and fauna on several of the islands. Additional trips to the Amazon region and the highlands are also included in this program.

In all three programs, students are housed in homestays. Students have many positive comments about the homestays with few exceptions. This housing option gives the students an opportunity to practice their Spanish as well as learn more about the culture. Students often are invited to attend social events with homestay families as well as to celebrate national holidays and commemorated events.

According to the last four terms of the end-of-term student evaluations, course selection and the enrollment process at PUCE constitute the weakest areas of the Area Studies Program. Students stated that many classes were cancelled, and it was frustrating to have to make so many changes to their schedules. Some of the participants in the Direct Enrollment program thought the university courses did not challenge them enough, and they were generally not as satisfied with the courses. Evaluations from the past two summer terms indicate that the summer students on the Environmental Studies program thought that not all course assignments were appropriate to the course level. Some students thought that there was too much outside course work with little free time to complete it.

This Program Review will be the first one in Quito. The program continues to improve each term. The Center Director, who has been in place since fall 2007, now seeks feedback on how the programs can grow and maintain the high quality that he expects. The review committee is requested to look closely at the quality of IES Abroad courses, especially the Spanish language course, cultural learning through academics, extracurricular activities and academic advising for the Direct Enrollment program.

The following Charges for IES Abroad Quito are drawn primarily from the IES Abroad
MAP©. However, the Program Dean has added charges to draw the committee to areas where particular attention is needed.

**Area Studies and Language 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 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 process of enrolling in IES Abroad and partner institution courses is clear and transparent to students.*

C. **Instructional Quality**
   1. IES Abroad faculty are evaluated by student surveys for each course they teach in addition to performance reviews conducted by the Center Director.
   2. IES Abroad faculty expectations of student work are rigorous.
   3. IES Abroad faculty participate in orientation programs on appropriate teaching strategies to account for learning styles and expectations of American students.
   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 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. Tutoring and/or other forms of academic assistance for language students is provided to assist them in taking courses in the target language.
5. *The language course is appropriate for students at all language levels.*

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.
7. *Internship course and site placements complement each other in their goals for student learning.*

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, the local academic culture and course options.
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 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. 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, gender, 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 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.

Direct Enrollment Program

I. Student Learning Environment

A. Pre-departure information
1. The university cooperates with IES Abroad in application, admissions, registration, housing, and other processes in a timely fashion.
2. The university facilitates students’ visa applications with confirmation of enrollment, as applicable for international students.

B. On-site cultural and academic orientation
1. IES Abroad staff in conjunction with the University conducts an extensive initial orientation program for 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 and academic culture.
2. IES Abroad staff in conjunction with the University prepares students for academic success through academic advising, assistance with registration, orientation to library services, and information on university culture.
3. Staff and guest speakers who are knowledgeable about the local culture and university procedures participate in the IES Abroad orientation.
4. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
5. IES Abroad information begins to prepare students for the challenge of crossing cultures.

C. Instructional quality
   1. The University meets the best practices of pedagogical practice at the location.

D. Curricular design and international students
   1. IES Abroad students are enrolled in courses at the appropriate level that count toward an undergraduate degree at a degree-granting institution or in courses that advance the student’s mastery of the subject at a non-degree granting institution in the arts or language, viz. IA2.
   2. Undergraduate courses are open to qualified IES Abroad students and there are normally sufficient places in classes in which IES Abroad students are interested.
   3. Either the university or IES Abroad provides tutorial support for students who require it.
   4. A range of disciplines is offered at USFQ that meets students’ major or minor requirements.

F. Field trips
   1. The school or university follows its own guidelines with regard to qualifications for staff guides and safety.

G. Engagement in cultural and social activities
   1. Cultural and social activities organized by the University follow University and IES Abroad safety and risk management guidelines.
   2. University activities are open to and welcome IES Abroad students.

III. Resources for Academic and Student Support

A. Academic advising
   1. IES Abroad staff advisors on University enrollment inform students about University rules and requirements, the local academic culture and course options.
   2. IES Abroad staff advisors are readily available to students.
   3. IES Abroad staff advisors direct students to enroll in courses at the appropriate level.
   4. IES Abroad staff facilitates the translation of academic credit for courses.
   5. IES Abroad staff directs students to courses that are taken by host country students.

C. IES Abroad and University facilities
   1. Meeting space is available to the IES Abroad staff for consultation and advising students.
   2. Reasonable accommodation will be attempted to meet the needs of students with physical disabilities.
Reasonable accommodation will be attempted to meet the needs of students with learning disabilities.

D. Access to local educational and cultural institutions
   1. IES Abroad has written agreements with the University for course enrollment and credit.
   2. IES Abroad has agreements (preferably written) with the University for access to sponsored activities and student clubs.
   3. IES Abroad has agreements (preferably written) with the University or other agencies for access to sponsored sports activities.

E. Research and library facilities
   1. IES Abroad facilitates student access to the University library or other collections in order to complete coursework.
   2. IES Abroad advises students in advance of University policy regarding access to laboratories to conduct research related to coursework.

F. Instructional technology
   1. IES Abroad students have the same access to computers, e-mail, audio-visual material, the Internet, databases, and other digital resources as resident students.

H. IES Abroad Student qualifications
   1. Students meet GPA requirement as specified by IES Abroad and the University.
   2. Students meet prerequisites as specified by the University.
   3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, gender, sexual orientation, religion, or national and ethnic origin.
   4. Students are in good standing at their home institutions.

J. Safety and risk management
   1. University and IES Abroad staff inform students about local safety concerns.
   2. IES Abroad staff follows University and IES Abroad safety guidelines and emergency procedures.
   3. University is in a safe location and student safety on the campus is protected.
   4. University is prepared for potential natural disasters.
   5. University has fire safety standards that meet IES Abroad guidelines.

K. Student behavior
   1. University cooperates with IES Abroad on disciplinary issues.
   2. University disciplinary policy allows due process.
   3. University disciplinary policy is designed to create and enforce a safe environment.
Appendix B

Summary of Recommendations

I. Student Learning Environment

A. Predeparture Information
   • Create a new, practical packing list based on student input

B. Cultural Orientation
   • A scavenger hunt as an Orientation activity might be very effective in helping students learning the city, as has been the case at other sites. There is some concern that, although personal safety issues are discussed repeatedly, students do not take security precautions seriously enough when they first arrive, so it would be advisable to schedule this activity later in the week and with groups of students.
   • Because of complications in the registration system, students should have many alternate classes approved before arriving in Quito. IES Abroad should add a link to the PUCE website so students can find courses in advance more easily. Further, IES Abroad should add a page to its website that explains how to read the PUCE website so students understand the intricacies of the course numbering system, departmental designations and the grading scale. Copies of these documents should also be given to students in advance of their arrival.

C. Instructional Quality
   • IES Abroad Staff and the faculty should establish a formal meeting time for faculty. The group should determine when and how often the meetings occur as well as the topics to be discussed. Topics could arise from the expertise of the group. For example, faculty could share ideas of how they incorporate field study to enhance their courses. Or the group could discuss ways to gather feedback on teaching and pedagogy. In addition faculty could discuss the possibility of class observations as an opportunity for development. The group could also discuss ways to induct new IES Abroad faculty through a mentoring system. Finally, where useful, visiting faculty from the U.S. could be asked to share their pedagogical expertise with the local faculty as a part of their visit to IES Abroad Quito.

D. Curricular Design
   • No recommendations

E. Language Development Opportunities
   • The current course should be divided into two discrete classes, both at the advanced level. Student placement would be determined by the on-site language placement tool as well as the recommendation of the language instructor.
   • Both the new and existing Spanish language courses should incorporate learning materials that focus on the local and regional culture, history and current events. More opportunities to engage with the local community should be included in out-of-class assignments.
   • A one-credit writing tutorial should be offered as a developmental supplement, specifically because students are taking many courses outside of IES Abroad and both IES Abroad and partner university courses require written assignments and papers.

F. Internships and Service Learning
• For both legal and programmatic reasons the term “internship” should be changed. For marketing to U.S. schools the language should be community based learning and practice (research could be a piece of this).
• IES Abroad should, over time, reduce the number of partnerships so that more collaborative work may occur between the organizations and IES Abroad. This model also helps develop relationships among the organizations rather than just between the community organizations and one person. This model will also lead to more sustainable relationships and meaningful work for the students.
• The new model should include an agreement from the community organizations and IES Abroad to creatively expand the number of students and the work that students will do in the organizations. The number of students must be reasonable for the organization. Some students may continue to do direct service such as tutoring or working with a micro credit NGO. Other more practice-oriented pieces (internship-like) will be created with input from students, IES Abroad, and community organizations.
• Opportunities for reflection should be built into the students’ time on site and during class. It should also be suggested that students can frequently reflect with students who are working at the same site, even if their work is different. This could include shared journal entries.
• Some minor adjustment to the journal may be helpful. Having two parts, observation and analysis, is a good start. It may be helpful to include more direction in both parts. For example, in the analysis the students could be prompted by a statement such as: “How did your work this week intersect with this week’s course readings and discussions or with class work from previous weeks? Be Specific.”

G. Field Trips
• IES Abroad staff works with faculty to develop a way to divide the two major field trips into two sections so that those taking the class associated with the field trips have an experience that is more academically tied to the course, thus allowing the instructor to incorporate classroom learnings and assignments into the field trip.

H. Engagement in IES Abroad-sponsored Cultural and Social Activities
• No recommendations

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
• No recommendations

J. Re-Entry into Home Culture and Home Institution
• No recommendations

II. Resources for Academic and Student Support

A. Faculty Qualifications
• No recommendations

B. Administrative Staff Qualifications
• The Quito staff should finish their strategic plan and begin implementation.
• Find a creative way to have the Latin American Center Directors come together to develop a strategic plan for Latin America.

C. Academic Advising
• IES Abroad should make home campuses aware that students should have many IES Abroad and PUCE classes preapproved so that multiple alternates are available.
• Ask students to bring copies of their home institution catalogue describing classes in their major or minor or to make certain they know how to access their college catalogue online.
• Students should be encouraged to take classes at FLACSO and IES Abroad and students should be able to drop an IES Abroad course after the drop/add period if they are able to take a course at FLACSO as long as they do not fall below the 15-credit minimum by doing so.
• Look for alternative partner universities so students can have a wider choice of institutions providing outside courses.

D. Academic Center Staff Size
• No recommendations

E. Academic Center Facilities
• No recommendations

F. Access to Local Educational and Cultural Institutions
• Secure an official agreement with FLACSO

G. Library and Resource Center
• No recommendations

H. Instructional Technology
• No recommendations

I. Housing and Homestay
• Get the complete student packet of information from Chicago to Quito as soon as possible.

J. Student Qualifications
• No recommendations

K. Safety and Risk Management
• No recommendations

L. Student Behavior
• No recommendations

Direct Enrollment Program

I. Student Learning Environment
A. Pre-departure information
• No recommendations

B. On-site cultural and academic orientation
• Publish a map of the USFQ campus in the IES Abroad materials so that students will have access to this information the very first time they visit the USFQ campus. This information will lower some of the anxiety that students feel about direct enrollment and entering into a new academic environment
• Encourage the international office at USFQ to re-instate the tutoring or academic advising assistance for international students.
• Manage expectations by beginning the advising process as early as possible. Try to educate U.S. home institution advisors about the change to Banner.

C. Instructional quality
• Include information in IES Abroad materials about open courses, extension courses, regular carrera courses as well as electives, courses taught in English, and the presence of local students in each of these kinds of courses.
• Inform students in advance that although there are courses taught in English, these are not open to IES Abroad students.

D. Curricular design and international students
• Make more information available to students and home institutions about the language placement tool and the courses in which students will likely be able to enroll based on their performance in the language assessment tool. USFQ keeps a list of courses that are recommended to students based on their level of language. Students should be given that list as soon as possible.
• Include the mention of the tutoring lab in the IES Abroad Quito materials.

E. Field Trips
• Ensure that IES Abroad students know that USFQ offers field trips, and tell them to check with the international student office at USFQ for more information about them.

F. Engagement in Cultural and Social Activities
• No recommendations

II. Resources for Academic and Student Support
A. Academic Advising
• Ensure IES Abroad staff monitors the use of the Banner Registration system and keeps IES Abroad Chicago informed of the schedule when this will go into effect for students’ use.

B. IES Abroad and University Facilities
• No recommendations

C. Access to local educational and cultural institutions
• No recommendations

D. Research and library facilities
• No recommendations

E. Instructional technology
• No recommendations

F. IES Abroad Student qualifications
• No recommendations

G. Safety and risk management
• No recommendations

H. Student behavior
• No recommendations