IES Abroad Siena
Program Mini Review
November 8-12, 2015
February 2016

Dear Colleagues,

On behalf of the IES Abroad Siena Mini Review committee, I would like to express what a privilege it was for us to participate in the 2015 mini review and to engage personally with this hidden gem of a program. Collectively, our committee gained tremendous insight into the program structure and academic quality of the IES Abroad Siena Center. We are therefore very pleased to offer the following report and recommendations for consideration.

We recognize that behind the scene of every program review, there is always a lot of preparation and work that goes into each activity. The staffs of the IES Abroad Siena and IES Abroad Chicago Offices were thoughtful and gracious as they hosted us for the three days in November. In particular we are grateful to Ellen Rosenwinkel and Veronica Semeraro, the IES Abroad Siena faculty, and the Student Coordinator, Chia Jorento. Their time and generous hospitality exceeded our expectations and we are grateful for the unique glimpse they provided us into their world. Thank you!

Finally, as chair of the committee, I am very grateful to the review committee which included not only the US committee members, but also the IES Abroad Siena faculty, Daniele Lo Cascio and Roberta Resti, and students, Allegra Maldonado and Elena Neuzil, all of whom shared an important perspective on the IES Abroad Siena program as well as their academic expertise as we engaged with the Center. All US committee members contributed to the writing of this report and have had the opportunity to review and approve the final report.

Thank you again for this enriching opportunity to learn more about the IES Abroad Siena Center.

Sincerely,

Amy Otis-De Grau
Director of International Education
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Executive Summary
This Program Review at the IES Abroad Siena Center was conducted on behalf of the IES Abroad Academic Council. Charges to the Program Review Committee were taken directly from the IES Abroad Model Assessment Practice (IES Abroad MAP, revised Fall 2011) and submitted to, and approved by, the Academic Council during the Council’s October 2015 meeting.

As a mini-review with a smaller committee and fewer days at the Center relative to full Program Reviews, the charges focused on academics and did not include items related to other aspects of the program. Program features such as Center space, field trips, housing, extracurricular opportunities, et cetera, are addressed in this report only as they relate to the academic programming.

This was the first Program Review in Siena since the Center opened in 2006.

The Review focused primarily on the Study in Tuscany program, a 15-week program offered in Fall and Spring semesters open to students with all levels of Italian language proficiency. All students take a required 4- or 6-credit Italian course, depending on language level. They can also enroll in English- or Italian-taught IES Abroad courses in Art History, Cultural Studies, Economics, Film Studies, Gender Studies, History, Literature, Philosophy, Political Science, and Sociology. All students enroll in the interdisciplinary humanities “core” course Presence of the Past which utilizes extensive field studies in and around Siena. Students with advanced Italian language skills also have the option of enrolling in courses at the Università degli Studi di Siena, though this option has not been heavily utilized and no Fall 2015 students were enrolled in courses at the university.

The IES Abroad Siena Center has experienced declining enrollment over the past several years, so the committee was asked to make observations about this phenomenon and suggestions for appealing to and meeting the needs of today’s students.

Review Process
About a month before the Program Review, each U.S. Committee Member received the Program Review Charges approved by the Academic Council, biographical information of the staff and faculty, course syllabi, documents provided to students upon program acceptance and during orientation, historic enrollment data, and other information related to the IES Siena program.

During the 3-day on-site review, the U.S. committee members met with staff and faculty individually and in groups, observed IES courses, visited internship placements, and met twice with the two student representatives. Each member also visited either a student apartment or a homestay and enjoyed dinner with the students and (for homestays) the hosts living there. There were also visits to a bakery, to a contrada neighborhood and its museum, and to the Palazzo Pubblico museum. At each visit, an IES Siena faculty member acted as a guide, simulating a field study experience.

All committee members met to discuss the review charges and observations and then to set preliminary recommendations. At the end of the review, the U.S. committee members wrote
preliminary recommendations and made a plan for completing this report after returning to the U.S.

**Final Report**
This report documents the Committee’s observations and recommendations. Appendix A contains the original charges; Appendix B contains a summary of recommendations.

Many of the recommendations focus on faculty training and curricular enhancements. The Committee observed that the faculty are very dedicated to students and serve as a valuable resource for their intercultural learning. Students’ feedback during the review confirmed this. The Committee also identified opportunities for improvement related to class lecture and discussion, the use of technology, and the preparation and execution of field studies, among other areas.

Recommendations for curricular enhancements include providing research opportunities, encouraging student enrollment in local institutions, diversifying course assignments, updating courses, and increasing language opportunities for students developing advanced Italian proficiency. The Committee also offers recommendations for increasing and highlighting the inter-disciplinarity of the program, particularly by updating the program’s core course.

Many observations and recommendations in this report acknowledge the academic challenges related to the Center’s low enrollment in recent terms. In this report, the Committee does not identify significant programmatic issues that they believe to be the cause of decreased enrollment, but suggests that the city of Siena may enjoy less recognition among U.S. college students than other cities in Italy. In this report, the Committee offers recommendations for improving program marketing, which include highlighting the Center’s high-quality faculty and staff, and better describing the diversity and vibrancy of Tuscany and the unique relationship between history and contemporary society in Siena.
Committee Observations and Recommendations

Student Learning Environment

Pre-departure Information
IES Abroad Chicago provided the Committee with copies of all pre-departure materials given to the student prior to their arrival in Siena. The materials that were reviewed did not contain a list of program goals for student learning and development in the local setting, though it did provide guidelines and recommendations for taking advantage of the city and navigating local culture. The Committee did not discuss this further, but anticipated that these were covered in the CORE Orientation sessions with the students.

In conversation with students and faculty, both expressed disappointment at not knowing in advance whether or not a particular course listed in the IES Abroad Italy brochure would be available once on-site. While enrollment numbers determine the type of courses offered and in what language, students expressed concern that they did not have access to the classes they needed/anticipated being able to enroll in; this includes both Italian-taught and English-taught courses.

RECOMMENDATIONS:
- Provide more clarity and guidance in pre-departure materials regarding the availability of courses during a particular semester. The committee recognizes that this is difficult to do when the courses are dependent on enrollment, but recommends that this communication takes place prior to arrival of the students.

Instructional Quality
The Committee observed a variety of classes offered at the Center, including language instruction, history, literature, and gender studies. Class visits pointed to the prevalence of a teacher-centered rather than a student-centered learning environment in language and content courses. In Italian-taught courses (language and literature), active participation was always encouraged and students also completed work in pairs, but instructors remained in control of the learning activities and served as the main interlocutors for students’ questions and comments. In the observed Italian language courses, the instructors closely followed the textbook and only completed exercises and readings from it. The textbook appeared to dictate in-class activities and students’ learning. As a consequence, while the class atmosphere was relaxed and stress-free and the instructors never came across as intimidating, the class pace tended to be slow, and the in-class activities seemed not particularly engaging or challenging, and somewhat disconnected from the students’ present experiences and general interests.

Faculty expressed a deep desire to engage the students in and beyond the classroom, and also described an interest in learning new methodologies that might engage U.S. students in a manner more consistently found on U.S. campuses. When the Committee asked the students about the differences in instruction between IES Siena and their home schools, students expressed that they had expected the instruction to be different than on their
home campuses and did not see the current instruction as hindering their learning or class engagement. Given the small class sizes, students felt that they could ask questions during the class and draw connections across content. The Committee engaged in several conversations regarding the benefits and differences of exposing students to a variety of teaching methodologies, fully recognizing that there is a strong focus on active learning and student-centered teaching at U.S. colleges and universities. While the Committee recognized the potential benefits of engaging a variety of teaching methodologies in the IES Abroad courses, it also acknowledged that the methodologies specific to Italian teaching culture and currently utilized in the classroom in Siena offer the same potential benefits of any other variety of teaching methodologies. With its recommendations, the Committee does not contend that one approach is better than another, nor intends to suggest that classrooms abroad should replicate classrooms in the U.S.

Discussions with the faculty provided the Committee with an understanding of how the city and the local regions were integrated into the courses. The Committee repeatedly commented on how invested, passionate, and engaged the faculty are throughout the region of Siena and Tuscany. It is apparent that the faculty have expert knowledge in their disciplines, serving not only as academics but also practitioners at IES Abroad and in their communities. Faculty often cross-referenced other courses and content to help the students make connections both in and out of the classroom. Indeed, content in some courses overlap, yet the Committee was surprised that the faculty rarely collaborate across courses (language instructors collaborate for field study trips). For instance, the Committee wondered how much overlap there is between the “Presence in the Past” class with the Renaissance Art class? All recognized the benefits of utilizing the local resources found in Siena and surrounding area to enhance the student learning.

Some faculty expressed a desire to more effectively engage students in the pre- and post-preparation work of a field study experience. Rather than simply provide a lecture to the students on what they will be seeing, faculty discussed the opportunity to assign topics to the students to research and present back to the class, thereby again, engaging students more actively in the learning process and giving the students more ownership of the experience.

Regarding the use of technology in the classroom, the committee and the student course evaluations point to an inconsistent, at times ineffective, use of Moodle among the faculty. Faculty requested additional training on how to use Moodle and how to more creatively integrate it into the courses. The Committee observed the use of powerpoints that at times supplemented the lectures in a creative manner and at other times, were used simply as an outline to the lecture.

Regarding the availability of internet at the Center, students reported that when customized programs also used the Center, the signal was weak and that the internet and Moodle were not available to them in and out class.

RECOMMENDATIONS:
- Emphasize that Moodle is a resource that can be used effectively for course development and material sharing among faculty and with students. Provide faculty with additional Moodle development workshops and technology training.
- Create a select pool of funds to support faculty research and development as it relates to the teaching of their IES classes. When appropriate, encourage faculty to share findings with colleagues through mini-workshops, talks or program-wide events.
- Assess the impact of customized programs on technology resources at the Center and update and strengthen the WiFi signal across the Center.
- Provide additional training for faculty on how to prepare, lead, and integrate a field study experience into the classroom, and foster a more collaborative and empowering learning environment for students.
- Offer a faculty training/workshop and/or retreat at the beginning of an academic year as well as regular faculty meetings to support faculty development, which would allow for collaboration and shared ideas between content and language courses.
- Require the language faculty to collaborate on developing original activities, beyond the exercises and readings presented in the textbook, to be included in a shared database available in Moodle. These activities should guide students to a more creative and autonomous use of the language, and to explore Italian culture and society as a ‘lived experience’ rather than something to be learned in a grammar book.
- Given the current small class size faculty should strive to depart from a lecture-based approach in the classroom. (The committee recognizes that this recommendation is not feasible in some instances.)

Curricular Design
The Committee felt that the array of courses offered in Italian and English at the center is very good. Courses at the Center focus primarily on the humanities and social sciences -- on language and literature, art and cultural history, politics and economics, society and media. The curriculum, however, lacks ‘skill’ courses (beyond the traditional language sequence) that are designed to enhance student engagement in the socio-economic, political and cultural life of the host city and the host country, and to appeal to a broader studentship, with interests, for example, in business culture, fashion studies, translation, and journalism.

The conversations with the faculty, the review of the program activities and course syllabi, and the committee’s class observations showed that the curriculum draws consistently and extensively on local, regional and national history, culture and traditions, and society. However, the committee also noted a lack of cohesiveness in the curriculum, and limited effort to create an understanding of Italian culture, at the regional and national levels, by crossing disciplinary boundaries. Courses appear to be separate pedagogical units even though they cover similar contents or issues.

Several faculty inquired about the need and opportunity to update syllabi and make the courses more relevant to what is current in the news and region. The “Presence of the Past” course in particular was referenced as having an outdated syllabus and the faculty
were eager to make the course more relevant. The Committee felt that there was some misunderstanding between the faculty and administration on the requirements to update course content (additionally referenced under “Faculty Qualifications”).

The program director informed the committee that student enrollment options at the local university were extremely difficult in the past, but should now be streamlined.

RECOMMENDATIONS:

- Encourage faculty to refresh current courses by reviewing course titles and updating syllabi. Faculty have the flexibility of changing course components although major revisions of a syllabus need to be approved by IES Abroad.
- Review the core class “Presence of the Past” to integrate more current events while still utilizing the city and history of Siena.
  - Consider changing the course title. (The Committee offers “Living Tuscany.”)
  - Consider making the course more interdisciplinary and allow faculty to collaborate across disciplines to strengthen this course. (This might best be accomplished by dividing and aligning sections of contributing courses (i.e. thematically, chronologically, etc.) thus allowing cross-over and occasional class mergers.)
  - Consider removing this course from the required course list, thereby allowing students an additional course option. The Committee believes that the course is popular and once updated will draw students to sign up for it.
- The Committee likewise recognizes that a more thorough revision of the curriculum may be necessary to accommodate student interests and to enhance their engagement in the intellectual, political, cultural, and social institutions of the host city and country. Should the enrollment numbers grow, the Committee recommends exploring additional disciplines offered at the Center. This may include the possibilities of co-teaching courses.
- Revise existing courses to fully integrate the program co-curricular activities to underscore the cohesiveness of the curriculum and increase collaboration among the faculty and with the students across the disciplines.
- Consider developing courses on translation, journalistic writing, and business culture in Italian for students at the independent and (emerging) competent levels. These courses, which may or may not be paired with internship opportunities, would require students to actively participate in the cultural and economic life of the community, and use local sources to support their research projects and to prepare a portfolio (the latter also to be used for the purpose of academic evaluation at students’ home institutions). While the Committee recognizes that this type of curricular enrichment may be unrealistic with current low enrollment numbers, it also recommends that program curricular revisions take into consideration the educational needs and professional demands of U.S. students when they match, in fact, the cultural and professional offer of the host country, and are designed to foster interlingual and intercultural communication and understanding from a comparative perspective.
- Take advantage of host institution enrollment options at local institutions of higher or specialized education to develop these disciplines without having to add too many
IES courses (unrealistic with current low enrollment). For example, build a
relationship with the Accademia Musicale Chigiana (e.g., the jazz department) and
better advertise and provide more information about regional universities banking
and economics program at the University of Siena.

- Given that students may have to come to understand a slightly different classroom
  methodology – and often only have one semester in which to do so – efforts should
  be made to display approaches to grading at or before mid-term. Reconsider the
  weight of the final exam or paper. Consider that they not exceed 30% of the final
  grade. Many courses have more than half of the grade contingent on the final!

Language Development Opportunities
From the committee’s class visits and conversations with the students and the program’s
faculty and staff, it is clear that language instruction is confined to Italian-taught lower- or
upper-level courses. No Italian-taught area courses were offered during the Fall 2015
semester since students did not have the requisite Italian language proficiency.

RECOMMENDATIONS:
- Review the number of credits offered for the Italian language courses, as well as
  explore closely how language can be more fully integrated across the curriculum. For
  example, language courses could incorporate topics and co-curricular activities from
  other courses and the program’s various initiatives into their syllabi. Guest lectures
  and oral and written activities related to these topics and initiatives should be
  included in the language curriculum.
- Encourage language faculty to structure courses around practical and cultural
  themes, teaching grammatical structures as a tool to communicate around these
  themes.
- Develop a current events course with a strong emphasis on speaking and writing in
  Italian in academic and professional settings.
- Explore an option for advanced language students to integrate more challenging
  readings and written assignments in Italian into content courses even if taught in
  English. For example, an additional hour, run as an individual or group tutorial
  (depending on the number of students) could be added to English-taught content
  courses.

Internships, Field Placements, and Community-Based Learning
The Committee visited students placed at three internship sites: the international student
office at the University of Siena, an elementary school, and a nursing home for the elderly.
All three students were satisfied with their placements and the committee agreed that these
were experiences that provided valuable cultural integration opportunities. The students
were satisfied with the coordination of the experience by the Center Director, though there
was some lack of clarity on the type of work to be completed during the remainder of the
semester for at least one student.
Students reported that the internships were very time-consuming; the internship seminar and placement experience is worth 3 credits, but the time commitment is greater than their other 3-credit courses.

The student placed in the elementary school did not have an appointed supervisor at the school. This is not in line with the IES internship guidelines which dictate that each student should have one internship supervisor who provides feedback, serves as a point person for the Center coordinator (in this case Veronica), and gives an assessment of the student’s work that is incorporated into the student’s final grade.

The internship seminar covers topics related to contemporary society in Siena and is interesting to students. However, it is not directly related to the students’ specific internships, which may be due to the fact that the internship professor is not involved with internship placements. The students found the weekly journal a valuable component of the course.

**RECOMMENDATIONS:**

- Review the current internships structure and align more closely with IES Abroad internships requirements.
- Make a distinction between the internships that are ‘public service’ (where the application of scholarly expertise is for the public good) and ‘community service’ (where programmatic assets/resources are shared with others) so that students may better choose a placement. The committee recognizes that the dissimilar internship venues might be a more positive attribute in the context of a larger program – many internships with many foci – but here they can appear to be disparate as opposed to diverse.
- Provide collaborative opportunities for the director to work more closely with the internship seminar professor.

**Engagement in IES-Sponsored Cultural and Social Activities**

The director and the student affairs coordinator outlined a clear and concise review of the orientation experience offered to the students upon arrival. Much of the presentation is a reinforcement to the detailed pre-departure guides that each student is given prior to arrival. They described a solid orientation program that centered on cultural adjustments, health and safety, housing, finances, police registration, IES Abroad academic policies, etc. Students were also guided through setting personal goal for their time in Siena. Students are introduced to the city and region through guided exploration.

While the orientation provides instruction on how to register for local university courses, the Committee realized that the academic cultural differences could be further expanded and deepened thereby encouraging students to be more proactive in enrolling in local university courses. The Committee did not review Re-Entry sessions at the time of the visit.

**RECOMMENDATIONS:**
• Provide more instruction on how to navigate academic differences and classroom environment during the orientation (i.e. spend more time during orientation on academic culture in Italy).

Involvement in Other Academic, Political, Economic and Cultural Institutions
The Committee recognized an array of possible intersections with regional academic, political, economic and cultural institutions. A larger enrollment would necessitate and make the breadth and potential of these sites for exchange more obvious.

RECOMMENDATIONS:
• Encourage student recruitment in local university courses (i.e. Jazz, Business, Economics) to take further advantage of the rich cultural environment.
• Employ existing affiliations that faculty have with cultural institutions.
• The faculty and staff of the IES Siena are the biggest assets to this program; highlighting the academic and historic knowledge of the faculty would strengthen the marketing.

Student Learning: Assessment and Intercultural Development

Intellectual Development
Students gave positive feedback on IES Abroad courses, and evaluations from past semesters indicate that students are generally satisfied with IES courses. Students reported that the instruction style at the Center was different than what they are used to at their home institutions, but that they were adapting well and did not feel that the faculty needed to change this. The committee observed that many faculty used PowerPoint presentations and lecture during class, usually including one or more slides with discussion questions. These questions were not always successful in generating meaningful classroom discussion. Faculty expressed interest in learning more about facilitating classroom discussion.

Most syllabi relied heavily on midterm and final exam grades, and a final paper. More reflective activities may help students better develop critical thinking skills.

No students were taking courses at outside universities in the Fall 2015 semester.

RECOMMENDATIONS:
• Review assessment methods used in courses. See recommendations related to Curricular Design above.

Cognitive Growth
Staff and faculty collaborate to provide field studies and extracurricular activities which connect students to the local community. Italian language courses provide a place for students to ask practical questions about communication challenges, and to learn daily communicative skills.
Staff and faculty are truly committed to IES and to students. The instructors we met openly shared their personal connections to Siena and to nearby places, and demonstrated their passion for sharing their culture with the committee members and with students.

The contrada system is a truly unique part of life in Siena, and students have the opportunity to explore this by attending co-curricular contrada dinners organized by IES staff, learning about contrade from faculty directly, and attending events in their contrade independently.

The committee had no recommendations in this area.

**Resources For Academic and Student Support**

**Faculty Qualifications**
The faculty are incredibly committed to their disciplines. The majority of them have dual appointments with adjacent institutions, and more importantly within the community; they offer ideal opportunities for enhanced learning through community partnerships. The faculty are engaged in their own research and community and, for the most part, serve as fine examples of scholars. The faculty are regarded as accessible and approachable; this typically goes hand-in-hand with a sensitivity to gender and cultural differences among students. Students love the intimacy of the classroom and feel that the faculty have an amazing understanding of the course and their discipline. Students felt that the faculty are approachable and willing to engage in conversation both in and out of the classroom.

Almost without exception the faculty seem fully committed to the students in the program. At the same time, communications between the program (administration: director and staff) and the faculty have room for improvement. For example, with regard to course/syllabi development, the committee observed a gap between what the faculty understood as policy, by which they had to strictly abide, and what the administration understood as procedures that should be followed but not impede the faculty’s course development and syllabi preparation.

**RECOMMENDATIONS:**
- Explore how field trips might be more fully integrated across the disciplines thereby allowing for possible co-teaching opportunities and for students to draw connections across courses.
- Provide additional clarity that language faculty are not just language teachers but are culture and language faculty who are crucial to the immersion experience.
- Review the compensation agreement for faculty who are not teaching courses during a particular semester.
- Strive to better the communications between program administration and faculty.
- Faculty should be encouraged to design some (of their own and relevant) research related opportunities to include students.
**Academic Advising**
The Committee was deeply impressed with the accessibility and commitment of the relatively small staff of the Center, which includes the director, the student affairs coordinator and the resident assistant. Each seemed readily available to the study abroad students, including having the resident assistant live in one of the student apartments. Given the personal experiences of the staff in the local university system, each is equipped to provide an IES Abroad student with the knowledge on how to navigate academic differences and requirements.

While students were given direction on how to enroll in courses at the local universities during the orientation, past difficulties in navigating the system complicated student enrollment during the fall 2015 term. These have been addressed and the Center anticipates that more students will enroll in the local institutions.

In terms of local academic culture, it was evident to the Committee that there were concerns from the faculty about how best to teach U.S. students. While the faculty are eager to meet student needs and to connect with the students in a meaningful manner, students genuinely seemed to have adjusted to the differences in teaching styles. Some commented on the difficulty of obtaining faculty’s help on course materials outside of class. The concern most raised by the students seems to have been the perceived lack of accessibility (office hours, office space) to meet with the faculty outside of class.

**RECOMMENDATIONS:**
- Offer students more opportunities to engage the faculty through regular office hours (in Center or virtual) and provide clear contact information.
- Remind students throughout the semester that faculty are available to meet outside of class by appointment, either virtually or in person.
- Consider creating a weekly tutoring system (in addition to regular office hours), according to which Italian language and literature faculty make themselves available for one or two hours each week to those students who need additional help. Faculty should take turn and schedule hours depending on their availability. The calendar of the faculty’s tutoring hours should be made known to students at the beginning of the semester or summer session.

**Access to Local Educational and Cultural Institutions**
The Center offers a lounge/study place in addition to the library featuring a bulletin board announcing several local activities, sign-up sheets, and culturally relevant information. We did not discuss the participation of the students in local events, though we did hear from students independently that they felt engaged in a variety of activities around the city and region.

In discussion with the students, it was apparent that given the small size of the program during the fall semester, students mentioned spending time together in meaningful ways especially when it came to interacting and joining ERASMUS student activities. The Center
was helpful in providing the students with the contact information to the ERASMUS student program.

While the Committee had no specific recommendations in this area, there may be opportunity to highlight student involvement and engagement in the city and region through social media and videos, thereby providing a narrative of the “living Tuscany” experience for prospective IES Abroad applicants to consider.

Research and Learning Resources
There is a library at the Siena Center available for student use with books and films relevant to IES Abroad courses and to life in Siena. Students visit the local library during orientation and apply for a library card as part of the orientation scavenger hunt. Students reported plans to use the library, though none indicated that they had done so yet. Faculty provide support for students to explore additional resources outside of required course reading lists. Students told us that one faculty member has loaned students books from his personal collection.

The committee had no recommendations in this area.

Other: Growing Enrollment at the IES Siena Center

Siena has an incredibly vibrant community – a resonant history and a rich character; its scale makes the experience and benefits of study abroad – the development of intercultural fluency – quite accessible. The city itself, however, may not maintain an overtly singular identity outside of Italy; programs like those in Rome and Milan come pre-equipped with more popular international distinctiveness or caché. It is the feeling of this committee that the broader Tuscan region should provide a similar sort of signature identity (without losing the benefits that Siena offers). Furthering the idea of “Study Abroad in Tuscany (with a Center in Siena)” might better frame the promotion of the program there.

The committee recognizes that some students may not want a big city experience and would prefer the more intimate circumstances like those currently promoted and effectively offered in Siena; but we also recognize that those numbers may not supply adequate or sustainable enrollment. IES Abroad in consultation with the IES Siena staff should consider the larger identity of the program in Siena and marketing that would align. Strategic partnerships create a culture of communication that enhance learning and broaden student experience. A comparison of existing (on-line) text with content that better refines such a proposed identity is below (*).

RECOMMENDATIONS:
● Review the marketing materials including the online program descriptions and resources, the IES Abroad Italy brochure.
● Identify social media, blogs and film documentation to highlight Siena and the Center.
- Encourage faculty to post papers and/or creative projects online
- Post images of field trips, internship and events particular to Tuscany
- Update images in brochures
- Provide social media links directly to the IES Abroad Siena pages on the IES Abroad website.

- The committee recommends that IES further enhance its interconnectedness with other academic bodies focusing on targeted and defined disciplines. This may draw students, who previously have not applied, to consider enrolling in the program.
  - Designing a stronger partnership with the Fondazione Siena Jazz - Accademia Nazionale del Jazz and marketing this specifically to music majors.
  - Market the opportunity to enroll in English-taught Banking & Finance courses at the University of Siena.

*Current Text     Suggested Shifts*

Prepare to be charmed by Siena’s medieval history and rich culture. Located on three hills in the heart of the enchanting Tuscan countryside, this ancient city’s historical center has been named a UNESCO World Heritage Site. Once you arrive, it’s easy to see why.

This program’s required core course, Presence of the Past, makes Siena and Tuscany your classroom through activities that explore important sites in and around the city, introducing you to the beauty of Siena’s cultural and artistic heritage.

Explore the many piazzas, cathedrals, and squares inside Siena’s city walls that harken back to the Middle Ages. This isn’t just an exhibit at a museum—this is where you live.

Instead of centering on quaintness – point out that:

*Tuscany cradled the Renaissance and its vibrant culture and tradition continues to propel artistic, cultural, economic and political progress today.*

So that students gain the capacity to function within the patterns and behaviors of regional culture, we are recommending a shift in this (Presence of the Past) as a required course and a reframed version that still remains crucial to the program:

*“Living Tuscany,” a course centered on cultural competency, explores and embraces history and contemporary Tuscan life.*

The emphasis on the quaint might better be made here when talking about where students live but this section might come later after all the program offers:

*Siena is your home-base and daily living is your primary means of exploration.*
Take advantage of student life in Siena as you participate in Università degli Studi di Siena-sponsored activities and enjoy the libraries, cafeterias, and WiFi in university buildings throughout the city.

You may be able to take courses alongside local students at the university if you are at an advanced Italian language level or meet the course prerequisites to take English-taught Business and Economics courses.

We want you to feel at home in Siena, so we do everything we can to help you integrate into your life in Siena. From housing to cultural events, our job is to make sure you have the most authentic study abroad experience possible. You even have the opportunity to enroll in an internship, which includes time spent working at your placement in addition to an academic seminar that helps you contextualize what you’re learning.

Focus on the specific disciplines available through adjacent institutions:
A global understanding of notions of exchange and influence is perfectly staged at both Monte dei Paschi di Siena, the oldest bank in existence and Siena’s National Center for Jazz Studies / Accademia Musicale Chigiana, world-renowned schools of music.

The specifics of the language requirements right up front like this may put off students willing to start their language skills abroad.

Emphasize a program that has the flexibility to accommodate both students interested in intimate living circumstances as well as all that urban centers provide: Università degli Studi di Siena sponsors activities and shares its libraries, cafeterias, and WiFi in university buildings throughout Siena. Tuscany offers the bustle of Florence while also being home to over 120 protected nature reserves.
Appendix A: IES Abroad Siena Program Review Charges

Charges to the Program Committee
The following charges are taken directly from the IES Abroad Model Assessment Practice (IES MAP) revised in Fall 2011. Charges highlighted in italics are of special consideration to the Siena 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 information begins to prepare students for the challenge of crossing cultures.
   3. *IES information articulates program goals for student learning and development in the local setting.*

B. On-site Cultural and Academic Orientation
   1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.
   2. The IES Abroad Center orientation introduces students to the local culture and local laws.
   3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
   4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.
   5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.
   6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

C. Instructional Quality
   1. *Faculty are committed to student-centered pedagogy*
   2. *Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.*
   3. *Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.*
   4. *Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.*
   5. *Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (MOODLE).*
   6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

D. Curricular Design
1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic programs are designed to encourage independent learning.
3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.
5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.
6. The curriculum identifies research opportunities in the community.
7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.
8. Courses use discipline-specific methodology at the appropriate level.

E. Language Development Opportunities
1. Course content, textbooks, materials, and goals for student learning correspond to the IES language development standards.
2. Language classes articulate goals to advance students’ oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country’s values, history, culture, and contemporary issues.
4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.
5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.
6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.
7. Tutoring and/or other forms of academic assistance are available to students.

F. Internships, Field Placements, and Community-Based Learning
1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.
2. Placement sites share Center goals for student learning and development.
3. Placement sites give IES students the opportunity to participate in and to critically observe a work environment in the host country.
4. An academic component supports the practicum and follows IES Abroad guidelines.
5. Internship, field placement, and community-based learning sites meet IES standards of safety and risk management.

G. Field Study and Trips
1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES standards of safety and risk management.
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-Sponsored Cultural and Social Activities
   1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
   2. *The IES Abroad Center conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.*

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
   1. *The IES Abroad Center offers guidance to students on local opportunities.*
   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 a reentry program to students related to the readjustment to their home campus.
   2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.
   3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development
   1. *Students demonstrate that they have met learning outcomes in IES courses.*
   2. *Students develop their skills in critical thinking through reflection and research.*
   3. *Students develop different learning strategies necessary to integrate into the academic culture at local universities.*
   4. *Students develop their ability to understand and critique a variety of perspectives.*

B. Development of Language and Communication Skills
   1. Language instruction follows the guidelines of the IES MAP for Language and Intercultural Communication.
   2. Students are engaged in setting goals for their language learning.
   3. IES sponsors appropriate tests of students’ language skills to document their achievement.
   4. IES language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

C. Cognitive Growth
   1. Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.
   2. *Academic studies, support services, and integrative activities contribute to students’ communication skills across cultures.*
   3. Assessment of students’ cultural learning is used to enhance the curriculum and co-
D. Interpersonal Growth
1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interacting with persons of different cultural backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.
3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.
4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.

E. Intrapersonal Growth
1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

III. 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 courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES goals and standards.
5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.
6. Faculty are sensitive to gender and cultural differences among students.
7. New faculty participate in an IES Orientation and existing faculty participate in IES training on teaching strategies, innovations, and program learning goals.
8. Professionals who teach a practicum have relevant experience in their field of expertise.
9. Faculty are evaluated by student surveys for each course they teach and Center director or Academic Director reviews evaluations.

B. Administrative Staff Qualifications
1. The IES Abroad 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 knowledge and 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 represents the IES Abroad mission and student interests creditably at local universities.
8. Center director is proficient in the English language and the language of the host country.
9. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.
10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.
11. Center director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

C. Academic Advising
   1. The IES Abroad Center advisors to students on registration requirements have the necessary training.
   2. Advisors to students are knowledgeable about IES courses and requirements.
   3. Advisors to students are knowledgeable about local university rules, requirements and the local academic culture.
   4. Advisors follow the IES Academic Policy Guidelines.
   5. Advisors are readily available to students.

D. IES Academic Center Staff Size
   1. The size of the staff is appropriate for the types of programs offered (e.g., internships, mobile learning).

E. IES Abroad Center Facilities
   1. A private office is available to the IES Abroad Center director and staff for consultation and advising students.
   2. Faculty have access to a private room for advising students.
   3. Students have a place where they can gather and meet informally.
   4. Classrooms are adequate for IES courses.
   5. The IES Abroad 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 safety standards.
   8. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.
   9. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.
F. Access to Local Educational and Cultural Institutions
   1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.
   2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.
   3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.
   4. Center provides information regarding cultural opportunities.

G. Research and Learning Resources
   1. Resource Center contains up-to-date references.
   2. Students have access to one or more libraries at local universities and relevant research centers.
   3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.
   4. Students are adequately informed and encouraged by IES to take advantage of research resources available to them.
   5. Resource Center hours are convenient for students, within bounds of building security.
   6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
   7. Learning resources are made available to students according to best practices in sustainability.

H. Housing and Home Stays
   1. Students have a place to live that meets the IES standards of health and safety.
   2. Public transportation is readily available near the housing unit.
   3. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
   4. Contracts with housing providers adhere to laws of host country.
   5. Housing is well located for student access to local culture.
   6. Housing provides students with sleep and study space.
   7. Housing is evaluated and inspected regularly.
   8. Host families and roommates meet IES criteria.
   9. IES staff are trained to manage conflicts between a student and home stay host or student residence manager that may arise.
   10. IES staff educate students on energy conservations methods in their housing unit.

I. Student Qualifications
   1. Students meet admission requirements for language.
   2. Students meet minimum GPA and student conduct requirements as specified by IES.
   3. Students meet requirements for academic standing as specified by certain IES programs.
   4. Admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
J. Health
1. Students have appropriate health insurance for the country in which they are studying.
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 and in-country guidelines on providing assistance to student health issues.

K. Safety and Risk Management
1. IES Abroad Center staff enforces IES Code of Student Responsibility
2. An IES Harassment Policy exists for students, faculty and staff and all parties are educated on the policy.
3. IES Abroad provides 24-hour response coverage to crises at all Centers when programs are in session.
4. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
5. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES 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.
6. IES Abroad Center administrative and teaching staff members are informed of safety and emergency procedures.
7. IES Abroad Center administrative staff members inform students about local safety concerns.
8. IES Abroad Center administrative and teaching staff members follow IES safety guidelines and emergency procedures.
9. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.

IES Abroad Siena Global Learning Objectives
Students on Siena’s Study in Tuscany program should be able to:

- Be able to communicate in the Italian language.
- Interact with Italian nationals through language exchange, volunteer work and internship opportunities and other extra-curricular opportunities.
- Develop a daily routine in a foreign context, keeping some habits from U.S. and cultivating new habits such as preparing meals every day and exploring a new areas of Siena.
- Through the medium of living with a host family and Italian roommates, gain insight into Siena’s daily life and develop an understanding of its cultural norms.
• Through CORE, develop strategies for handling the challenges that come from interacting with a different culture, and develop openness to cultural diversity.
• Demonstrate an increased awareness of their home culture through comparative reflection with local cultures in Siena.
• Develop an appreciation and understanding of how food and wine culture in Italy serves as an instrument of socialization.
• Gain awareness of the difference between this wine culture and the alcohol abuse which is stereotypically associated with American students studying abroad, and how this is not socially acceptable in Italy.
• Gain knowledge of the Italian territory and its cultural heritage outside of the tourist tracks through the cultural trips.
• Through work in specific courses,
  o Use strategies to decipher the symbols of the past in the present time in Siena.
  o Reflect on differences in gender roles in Italy and the U.S. in modern time and historically.
  o Appreciate how the ancient traditions of the Palio have been maintained and remained culturally significant for the Sienese society.
  o Appreciate the significance and importance of cultural heritage by a first-hand experience with the class subject material through field studies.
  o Develop skills for how to critically approach works of art.
  o Gain insight on how the political process functions, how it is changing in Italy and is more regionally-focused.
  o Gain understanding Italian family dynamics historically and in modern time.
  o Analyze the historic approach of foreign travelers within Italian society and compare it to the contemporary approach through study of the Grand Tour of Italy.
  o Assess the role of the Economic Integration of Italy in Europe.
  o Experience a different educational system by taking courses at local universities.
  o Experience the Italian work environment through an internship.
Appendix B: IES Abroad Siena Program Review Summary of Recommendations

Pre-departure Information
- Provide more clarity and guidance in pre-departure materials regarding the availability of courses during a particular semester. The committee recognizes that this is difficult to do when the courses are dependent on enrollment, but recommends that this communication takes place prior to arrival of the students.

Instructional Quality
- Emphasize that Moodle is a resource that can be used effectively for course development and material sharing among faculty and with students. Provide faculty with additional Moodle development workshops and technology training.
- Create a select pool of funds to support faculty research and development as it relates to the teaching of their IES classes. When appropriate, encourage faculty to share findings with colleagues through mini-workshops, talks or program-wide events.
- Assess the impact of customized programs on technology resources at the Center and update and strengthen the WiFi signal across the Center.
- Provide additional training for faculty on how to prepare, lead, and integrate a field study experience into the classroom, and foster a more collaborative and empowering learning environment for students.
- Offer a faculty training/workshop and/or retreat at the beginning of an academic year as well as regular faculty meetings to support faculty development, which would allow for collaboration and shared ideas between content and language courses.
- Require the language faculty to collaborate on developing original activities, beyond the exercises and readings presented in the textbook, to be included in a shared database available in Moodle. These activities should guide students to a more creative and autonomous use of the language, and to explore Italian culture and society as a ‘lived experience’ rather than something to be learned in a grammar book.
- Given the current small class size faculty should strive to depart from a lecture-based approach in the classroom. (The committee recognizes that this recommendation is not feasible in some instances.)

Curricular Design
- Encourage faculty to refresh current courses by reviewing course titles and updating syllabi. Faculty have the flexibility of changing course components although major revisions of a syllabus need to be approved by IES Abroad.
- Review the core class “Presence of the Past” to integrate more current events while still utilizing the city and history of Siena.
  - Consider changing the course title. (The Committee offers “Living Tuscany.”)
  - Consider making the course more interdisciplinary and allow faculty to collaborate across disciplines to strengthen this course. (This might best be accomplished by dividing and aligning sections of contributing courses (i.e.
thematically, chronologically, etc.) thus allowing cross-over and occasional class mergers.)

○ Consider removing this course from the required course list, thereby allowing students an additional course option. The Committee believes that the course is popular and once updated will draw students to sign up for it.

• The Committee likewise recognizes that a more thorough revision of the curriculum may be necessary to accommodate student interests and to enhance their engagement in the intellectual, political, cultural, and social institutions of the host city and country. Should the enrollment numbers grow, the Committee recommends exploring additional disciplines offered at the Center. This may include the possibilities of co-teaching courses.

• Revise existing courses to fully integrate the program co-curricular activities to underscore the cohesiveness of the curriculum and increase collaboration among the faculty and with the students across the disciplines.

• Consider developing courses on translation, journalistic writing, and business culture in Italian for students at the independent and (emerging) competent levels. These courses, which may or may not be paired with internship opportunities, would require students to actively participate in the cultural and economic life of the community, and use local sources to support their research projects and to prepare a portfolio (the latter also to be used for the purpose of academic evaluation at students’ home institutions). While the Committee recognizes that this type of curricular enrichment may be unrealistic with current low enrollment numbers, it also recommends that program curricular revisions take into consideration the educational needs and professional demands of U.S. students when they match, in fact, the cultural and professional offer of the host country, and are designed to foster interlingual and intercultural communication and understanding from a comparative perspective.

• Take advantage of host institution enrollment options at local institutions of higher or specialized education to develop these disciplines without having to add too many IES courses (unrealistic with current low enrollment). For example, build a relationship with the Accademia Musicale Chigiana (e.g., the jazz department) and better advertise and provide more information about regional universities banking and economics program at the University of Siena.

• Given that students may have to come to understand a slightly different classroom methodology – and often only have one semester in which to do so – efforts should be made to display approaches to grading at or before mid-term. Reconsider the weight of the final exam or paper. Consider that they not exceed 30% of the final grade. [Many courses have in excess of \( \frac{1}{3} \) of the grade contingent on the final - one 60%! - considering, among all other factors, that students sometimes have to take the final early - this isn’t productive.]

Language Development Opportunities

• Review the number of credits offered for the Italian language courses, as well as explore closely how language can be more fully integrated across the curriculum. For example, language courses could incorporate topics and co-curricular activities from other courses and the program’s various initiatives into their syllabi. Guest lectures
and oral and written activities related to these topics and initiatives should be included in the language curriculum.

- Rethink the language curriculum to focus on themes and students’ projects rather than grammatical structures. In other words, consider changing language courses into content courses where the primary goal, however, is still the development of language abilities (e.g., an intro class could be reconfigured to address the vocabulary, grammar and tasks of “daily life in Italy;” an intermediate class could focus on “the arts and histories of Italy;” and an advanced class could focus on “multicultural and global Italy”).

- Develop a current events course with a strong emphasis on speaking and writing in Italian in academic and professional settings.

- Explore an option for advanced language students to integrate more challenging readings and written assignments in Italian into content courses even if taught in English. For example, an additional hour, run as an individual or group tutorial (depending on the number of students) could be added to English-taught content courses.

Internships, Field Placements, and Community-Based Learning

- Review the current internships structure and align more closely with IES Abroad internships requirements.

- Make a distinction between the internships that are ‘public service’ (where the application of scholarly expertise is for the public good) and ‘community service’ (where programmatic assets/resources are shared with others) so that students may better choose a placement. The committee recognizes that the dissimilar internship venues might be a more positive attribute in the context of a larger program – many internships with many foci – but here they can appear to be disparate as opposed to diverse.

- Provide collaborative opportunities for the director to work more closely with the internship seminar professor.

Engagement in IES-Sponsored Cultural and Social Activities

- Provide more instruction on how to navigate academic differences and classroom environment during the orientation (i.e. spend more time during orientation on academic culture in Italy).

Involvement in Other Academic, Political, Economic and Cultural Institutions

- Encourage student recruitment in local university courses (i.e. Jazz, Business, Economics) to take further advantage of the rich cultural environment.

- Employ existing affiliations that faculty have with cultural institutions.

- The faculty and staff of the IES Siena are the biggest assets to this program; highlighting the academic and historic knowledge of the faculty would strengthen the marketing.

Intellectual Development

- Review assessment methods used in courses. See recommendations related to Curricular Design above.
Faculty Qualifications

- Explore how field trips might be more fully integrated across the disciplines thereby allowing for possible co-teaching opportunities and for students to draw connections across courses.
- Provide additional clarity that language faculty are not just language teachers but are culture and language faculty who are crucial to the immersion experience.
- Review the compensation agreement for faculty who are not teaching courses during a particular semester.
- Strive to better the communications between program administration and faculty.
- Faculty should be encouraged to design some (of their own and relevant) research related opportunities to include students.

Academic Advising

- Offer students more opportunities to engage the faculty through regular office hours (in Center or virtual) and provide clear contact information.
- Remind students throughout the semester that faculty are available to meet outside of class by appointment, either virtually or in person.
- Consider creating a weekly tutoring system (in addition to regular office hours), according to which Italian language and literature faculty make themselves available for one or two hours each week to those students who need additional help. Faculty should take turn and schedule hours depending on their availability. The calendar of the faculty’s tutoring hours should be made known to students at the beginning of the semester or summer session.

Growing Enrollment at the IES Siena Center

- Review the marketing materials including the online program descriptions and resources, the IES Abroad Italy brochure.
- Identify social media, blogs and film documentation to highlight Siena and the Center.
  - Encourage faculty to post papers and/or creative projects online
  - Post images of field trips, internship and events particular to Tuscany
  - Update images in brochures
  - Provide social media links directly to the IES Abroad Siena pages on the IES Abroad website.
- The committee recommends that IES further enhance its interconnectedness with other academic bodies focusing on targeted and defined disciplines. This may draw students, who previously have not applied, to consider enrolling in the program.
  - Designing a stronger partnership with the Fondazione Siena Jazz - Accademia Nazionale del Jazz and marketing this specifically to music majors.
  - Market the opportunity to enroll in English-taught Banking & Finance courses at the University of Siena.