

# Bates

## Barlow Endowment for Study Abroad Faculty Site Visit Field Reports

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Recipients of Barlow Faculty Travel Grants are required to provide a written report to Off-Campus Study on each program or university visited. The items below are intended to help focus site visits and to structure the subsequent report. Each site visit will vary due to the range of approved study abroad opportunities for Bates students – from small US-based student-only programs to enrollment at large, local universities – and because of variations in the nature of the visit. The format and list of categories are suggestions only.

### Basics

- Name of faculty member
- Location and program/university visited
- Key program/university representatives met during visit (including name, position & contact)
- Date(s) of visit

### Academic Program

- Program/university size: for universities, approximate total enrollment & number/% American
- Structure of classes: (1) seminar, discussion, large lecture, etc. (2) separate classes or integrated with local students
- Faculty and staff members met: observations on faculty/staff quality, educational backgrounds, turnover rates, attitude toward study abroad students, accessibility to students
- Are faculty with program full-time or adjunct? If the latter, are they teaching on other study abroad programs?
- Nature of academic program: is it a thematic program or are there areas of greater focus? What are the program's academic/curricular strengths? Is there a particular pedagogical approach?
- Classes observed: Indicate which classes/faculty members observed; feedback on the classes, including student/faculty interaction, liveliness, pedagogical approach, engagement
- Nature and adequacy of the facilities used as classroom and other program space
- Overall sense of the program and the types of Bates students for whom it is most and least appropriate. Are there specific features or activities that enhance the academic program – internships, homestays with local families, other cultural immersion experiences? Does the program appear to provide a reasonable level of academic rigor?

### Accommodations

- What are the housing and meal options for students?
- Where is the housing located in relation to the program/university and city center? How do students commute to campus/program?
- How do the students describe their housing? With praise? Concerns?
- If students are staying with homestay families, how are families selected and oriented to the program/students? How are issues address? Is there a homestay coordinator on staff or does the program contract out for homestay services?
- Your overall housing assessment– safety, location, interaction with host students/families?

### Location

- What is the program/university location in relation to the host city

- What is the housing location in relation to the program/university and host city?
- What is your assessment of the host city of the program? Please comment on its general ambiance, safety, attractive features, general activity level for college students, special features.

#### **Administration**

- How well does the program appear to be managed?
- Does the program/study abroad office appear responsive to student needs?
- Is the staff “permanent” or do they turnover frequently?
- How do students assess the administrative support?

#### **Student Affairs**

- Are there resources for underrepresented students: students of color, LGBTQ students, disabled students, students with learning differences? What resources are available?
- How does the program handle orientation? What do the students say about this aspect of the program? Do students receive adequate information before beginning the semester?
- How does the program track independent student travel throughout the semester?
- Do students have academic or non-academic advisors to support them during the program?

#### **Health and Safety**

- Have there been any reports of crimes on the program/campus or in the vicinity? What are the security concerns and how are they addressed?
- What resources do students have for health care on the program? How do students obtain health care? Do they need to pay upfront? What happens after-hours or if students are traveling?
- What counseling/mental health resources are available to students?
- Are students required to have international cell phones or local mobile numbers?
- What contingency plans are in place in case of emergency (natural disaster, terrorist attack, etc.)? How are these communicated to students? Is there a 24-hour emergency number and do students have this? How are students contacted in case of emergency?

#### **Experiential/co-curricular activities**

- Does the program/university organize educational excursions for students? If so, where and what is the focus? Are these mandatory? Do they cost extra or are they included in the student fee?
- Do courses utilize local resources? Do faculty take students out into the community?
- Are there opportunities for community engagement (volunteer, internships, etc.)?

#### **Summary**

- What is your overall assessment of this study abroad opportunity based on your observations, meetings, classes attended, and discussions with faculty and students?