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# Siena College Summer Institute: A program design for a short-term program for students from Siena's international exchange universities.

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*SIT Graduate Institute*

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Running head: SIENA COLLEGE SUMMER INSTITUTE

**SIENA COLLEGE SUMMER INSTITUTE:  
A PROGRAM DESIGN FOR A SHORT-TERM SUMMER PROGRAM  
FOR STUDENTS FROM SIENA'S INTERNATIONAL EXCHANGE  
UNIVERSITIES.**

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A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in  
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

May 6 2019

Adviser: Linda Drake Gobbo

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Angelique Turman Corchado

April 14, 2019

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## **ABSTRACT**

This is a proposal of a program design for a three week summer program at Siena College for international students from Siena's partner universities in Brazil and Columbia. The current trend of increased participation in short-term programs abroad has led to the need for more programs. This is especially the case for thematic short-term programs for international students in the United States, as there is a lack of affordable options that offer college credit. The program's curriculum is based on the Holistic and Emerging Adulthood development theories to ensure it meets the cognitive, interpersonal, and intrapersonal needs of the students. It includes two credit-bearing courses in "Global Business English" and "United States Culture". In addition to in-class coursework, the curriculum includes site visits to relevant local businesses and organizations and cultural activities and excursions. This proposal details the components and strategies for planning and implementing the Summer Institute as well as an evaluation plan for the program. The goal is to create a sustainable program that can be repeatedly implemented annually. With a sustainable base structure in place, it will also allow the program to easily grow and expand in number of participants and partner universities involved.

## **Introduction**

Study abroad is a very popular educational experience world-wide. Students all around the world elect to temporarily leave their home universities for a semester or two for what is believed by many to be an experience of a lifetime. Not only is it a new, fun and enlightening experience, it can also put student's resume to the top of the pile in the midst of a job search. Employers seek out potential employees who have studied abroad because it indicates the candidate is open-minded, flexible, independent and can often speak another language. These skills and more, which are associated with study abroad, are valuable in any professional field and therefore marketable (Dwyer & Peters, n.d.).

Unfortunately, students are often forced to elect shorter study abroad options than a full-year or a semester because of the barriers that are accumulating for students. According to Open Doors, in the 2016 - 2017 academic year 64.6 percent of international students studying in the United States were in short-term programs either over the summer or less than eight weeks (Institute, 2018). This was an increase from the trend ten years prior, which was 55.4 percent in the 2006 - 2007 academic year (Institute, 2010). One reason can be as a result of obligations in the home country, like family or work. The Research Director at the National Student Clearinghouse Research Center claims ““affordability issues are the biggest hurdles (Saul, 2018)”. With the troubled state of the economy, students' confidence levels on their ability to afford study abroad has declined. Another unexpected cost is health insurance, which is required by most programs, especially if it is a full semester or longer (Rosenberg, 2016). This cost is on top of tuition, living expenses and travel. Contributing to this barrier is the deterioration of external governmental funding or additional scholarships. The political climate in the United States could be a factor that leads to the decline of international students who want to go to the

United States for their studies, or even think it is possible. Saul (2018) states that the Trump administration's "more restrictive views on immigration have made the United States even less attractive to international students (Saul, 2018)." Another reason for this is because of perceived academic restrictions that do not allow room for students to fit in a semester abroad and still graduate on time because of stricter requirements. However, this can be a common misconception because in reality many students have the ability to but are unaware, or do not realize it in time. These circumstances have led to the increase in participation in short-term programs abroad, both inbound and outbound.

The number of students who choose to participate in programs lasting two to four weeks have become more popular (Redden, 2018). There have been more faculty-led and study tour courses offered for international students in addition to short independent programs in order to accommodate these needs. Unfortunately, not many thematic programs exist for international students in the United States. Even though schools in the States send many students on thematic short-term programs during school breaks, the United States does not host many. The main offering are to directly enroll in classes at a college or university. As a result of this growing need, more short-term programs need to be made available to international students.

### **Brazilian Exchange Program**

The Brazilian government sponsored a mobility program in 2011 with the intention of sending 100,000 Brazilian undergraduate students in the Science, Technology, Engineering and Mathematics (STEM) fields to one of the 26 participating countries to study abroad by 2014. The goal was to create experts in the field who would return to Brazil and make a positive impact on their professional industry and education (ICEF Monitor, 2017). In the four years the program ran, Brazilian mobility increased as the students accepted into this program went abroad. Before

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the program in 2010, Brazil ranked number 14 in terms of where undergraduate and graduate international students in the United States were coming from, with 8,786 Brazilian international students recorded in the United States (Institute, 2010). By 2014, Brazil had shot up to number ten with 13,286 students, up over 22% from 2013 (Institute, 2014). The program was set to be renewed for another four years, but with the distress in the Brazilian government, as a result of corruption and economic hardship the program was cancelled. According to Jake Varn, “removing this scholarship contributed to a 32 percent decline in Brazilian enrollment in the United States (Varn, 2018).”

### **Siena College**

Siena College is a small private liberal arts school located just outside of the capital of New York in Loudonville, NY. Siena has approximately 3,100 undergraduate students and 1,000 students in the Accounting field for a Master’s of Business Administration (MBA) (Forbes, n.d.). The average class size is 21 people, with a maximum of 35, and a 12 to 1 student faculty ratio (Siena College, 2019). There are over 90 undergraduate and graduate F-1 international students representing more than 40 countries on campus. International students are most commonly from France, Brazil, Pakistan, Canada and China, in that order. Additionally, there are a number of students, 1.9 percent, who have immigrated to the United States and are Non- Resident Aliens. Siena is a predominately white campus, making up 79.4 percent of the population. The second largest racial or ethnic population is Hispanic, with 7.5 percent, followed by Asian and Black or African American at 4.3 and 3.6 percent (Forbes, n.d.). The Center for International Programs (CIP) and the Damietta Cross Cultural Center have been working on programming initiatives that educate students and also encourage students who are international, people of color and non-dominant religions to interact with other students. For example, the CIP and Damietta have

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collaborated on programs that introduce the international perspective to others on campus by hosting events and educational activities that are open both to international students and domestic students. This has included social cultural trips like snow tubing and an identity series where international students talk about topics such as culture shock, dating in the United States and more. Damietta also provides safe spaces for religious and ethnic affinity groups. They have created a space, including a multicultural lounge and interfaith room in the Student Union for anyone who belongs to one of these groups or would like to learn more about them.

Siena's Center for International Programs has been working hard to internationalize the campus. The office includes the International Student Services branch that focuses on bringing in and supporting international students at the college, as well as the Study Abroad department that helps students explore the world and learn abroad. Over the years, the CIP has also sustained six exchange partnerships with international schools, sending and receiving students. Currently, 12 percent of the 90 total international students come to Siena as part of one of these exchange programs. In 2015, the current Director of Study Abroad led the first, and so far the only, study tour on Brazilian Portuguese and Culture to one of the Brazilian partner universities, Faculdade de Administração e Economia (FAE). Last year, for the first time in at least seven years, Siena College held a month-long Summer Institute on their campus for Brazilian business majors from FAE.

### **Faculdade de Administração e Economia (FAE)**

Located in Curitiba, the state capital of Paraná in Brazil, FAE is one of the top 20 universities in the country. It is a Franciscan university with five campuses throughout the state that offer Associate's, Bachelor's and Master's degrees in addition to four MBAs and a variety of certificates. The school is well known for its business programs and has the only MBA that is

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delivered in both in Portuguese and English (FAE, 2019). The International Relations Department (IRD) at FAE maintains relationships with 23 partner universities and accepts visiting and exchange students. The mission of the IRD (2019) is to...

*transform our students, as well as students from our partner universities, into real key players... [with] programs that include opportunities to be exposed to international cultures, educational and professional practices, and explore the answers to the great challenges faced by global corporations (FAE, 2019).*

Siena has a good relationship with the IRD staff at FAE so the CIP was happy to fulfill their request for a summer program in 2018. With the success of Siena-FAE Summer Institute and the close partnership between the two universities, FAE requested Siena host the Summer Institute again in 2019. As in previous years, the Summer Institute will go through structural changes in order to meet the current needs of the students, Siena and the Center for International Programs. FAE remains a main contributor and collaborator in the development of the new summer program.

### **San Buenaventura University**

San Buenaventura is another one of Siena's exchange partners. The university has four campuses throughout Columbia, with its original campus in the country's capital, Bogotá, being Siena's main partnership. The school is well known for their pedagogical methods and research in the sciences. The goal of the Inter-institutional Relations Office at San Buenaventura is to "support and establish links in the national and international field with other higher education institutions, research centers, governmental and non-governmental organizations, and cooperation agencies (Universidad, 2019-a)." They create partnerships and collaborate with other institutions to create opportunities for students to learn away from campus, including at their

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partner schools like Siena. Although the school is best known for their contribution to the sciences they also have a reputable program in Business Administration. The degree's curriculum aims to focus "on the training of integral administrators with critical thinking, ability to respond in a timely and innovative manner and make decisions in the administrative field (Universidad, 2019-a)." The program offers a dual degree in Economics or Accounting. The curriculum can be filled with a mixture of classes at the home university and courses taken at a national or international partner school (Universidad, 2019-a).

### **The Original Summer Institute**

Siena College has hosted summer programs for international participants on and off over the last 12 years through the Center for International Programs. The focus and structure of these programs continuously evolved and changed throughout the years. One of the initial structures was geared towards professors and administrators from partner universities in a variety of countries around the world to receive English language instruction and immersion. It was also helpful for them get to know the college where they were sending their students. This resulted in the staff and faculty being able to better understand what is offered at Siena and better advertise and describe the school based on their own experience.

The first Summer Institute took place at Siena in 2018. Even though Siena has hosted other short-term programs, this program ran on a different structure and was newly named the Siena-FAE Summer Institute. The program was spontaneously initiated during the CIP Director's annual trip to Curitiba, Brazil in February 2018 for a site visit at FAE. The Director of the IRD at FAE asked the CIP Director if they would be willing to run a program and he simply agreed without giving it much thought. When the Director returned to Siena he got the Program Coordinator on board to help plan and implement the program.

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Both schools have strong business programs and most of the exchanges between the two schools are for business majors, so there was an obvious demographic for participants. The program was aligned with one of the summer sessions at Siena and one of FAE's winter breaks. It was a four-week program from July 8 - August 3, 2018. The thirteen participating students were offered pick-up from John F. Kennedy (JFK) Airport in New York City to Siena College on July 8th. Two staff members from the IRD came for the first week to visit Siena. There was a two hour breakfast and orientation on the following day with the English Language Professor followed by a Welcome BBQ. Students from the Summer Institute were directly enrolled into a three hour 300 level Management class, called "Organizational Behavior", on Tuesday and Thursday mornings. The business course was about the behavioral sciences of a professional environment. This course was open to all students on campus but with lack of other student enrollment it was only the Summer Institute students. As part of the curriculum for this class, there were site visits to relevant local organizations or guest speakers on Mondays and Wednesdays. The second course was "Global Connections: Business and Entrepreneurship in the U.S.", taught by the Associate Director of International Programs and ESOL Specialist specifically for the program participants. The subject of this class was English specifically for Business. At the end of the course, students had a final project to write articles about an experience they had during the program. Students took it on their own initiative to create a magazine out of these articles. Additionally, there were cultural activities and excursions included in the program. Students went to local attractions like the New York State Museum and ventured further on a day trip to Boston. At the conclusion of the program there was a farewell ceremony and students could elect to take a contracted bus back to JFK. Participants received a total of six credits, three per course, and a certificate of completion.

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All of the budget, logistics planning and coordination with the professors, organizations, trips and more was handled by CIP's Program Coordinator. He created all of the Welcome Packet materials, advertisements and more. The CIP staff took turns chaperoning the site visits and cultural activities. Local transportation was planned through Siena's Transportation Department but longer trips to JFK and Boston were booked through a third party service. Students lived in Padua Hall for summer housing, which consisted of tripled suites, each with their own private bathroom. They roomed with other students from the program. Everyone was assigned to the 15 meal a week meal plan.

### **My Connection to the Project**

I was working in International Student Services at Siena when my supervisor approached me about expanding the Summer Institute because he knew I already had a relationship with FAE and working with Brazilian students. I attended Siena for my undergraduate degree and had a lot of exposure to the Center for International Programs long before my internship. I completed my Fulbright Scholarship in Brazil as an English Teaching Assistant, which I had applied for through Siena, after my year teaching English in Spain. In my last semester as a student at Siena, I participated in the study tour course on Brazilian Language and Culture with the current Director of Study Abroad that included two weeks of study at FAE. I was excited about the new Summer Institute because I enjoy working with the population and am interested in creating and implementing a program for international students and strengthening our partnership with a great university.

## **Theoretical Foundations**

The theories and practices that will be used to successfully build the Summer Institute include student development theories and evaluation models. Based on the previous populations that Siena has received from FAE, both through the Siena-FAE Summer Institute and in the traditional semesters, it is suspected that most participants will be between the ages of 18 and 25. This means students fall in Arnett's (2007) Emerging Adulthood stage of life, which is between adolescence and complete adulthood, ages 18-29 (Arnett, Zukauskienė, & Sugimura, 2014.) This age group has specific needs that may not fit into the development stages preceding or following it. In this stage people are focused on exploring and understanding themselves and the world around them. The demographics of people in this stage (in terms of living situations, college and relationship status) differ as people try different possibilities in life. The top three goals of emerging adults are to accept responsibility for oneself, make decisions and become financially independent as they work to become a "self-sufficient person" (Arnett, 2000). The most common themes for exploration are worldviews, work and love. These aspects begin affecting people in their adolescence but emerging adults reach a deeper level of exploration as they get older and have more freedom to explore. Changes in worldviews are most common in college students and they interact with people of different cultures and backgrounds and learn about new topics and perspectives (Arnett, 2000). It is important to allow space for students to reflect on their own identities and how they connect to what they are learning inside and outside of the classroom for true learning and growth to take place (Arnett, 2007). It is also important to be aware of what areas might cause conflict or questions in these areas and how to best support the students.

Cognitive, interpersonal and intrapersonal growth are all taken into consideration with Baxter Magolda's Holistic Development theory. Using this theory educators and program

developers look at the students as a whole and not just their academic, cognitive development. Attention is paid not only to classroom lectures but what they are exposed to outside of the classroom as well. There are four stages students work through on the path to self-authorship; Following External Formulas, at a Crossroads, Self-Authorship and Building an Internal Foundation. These stages are in relation to students' cognitive, interpersonal and intrapersonal development. The first stage takes place throughout a person's childhood until the age of 17 or 18, Following External Formulas, students' beliefs are informed by their surroundings and what others tell them they should think. Then students, usually from 18 to mid-20s, reach the Crossroads stage where they begin to question those beliefs and what they really think as an individual. Then, at the Self-Authorship stage, students begin to answer their questions and develop their own ideologies. People tend to hit this stage in their late 20s to early 30s. At the final stage, in their 30s, students have Built an Internal Foundation and become confident in themselves and their beliefs (Shetty, Chunoo, & Cox, 2016). The Holistic Development Theory focuses on Culture, Community, Curriculum and Co-curriculum, the four C's, for optimal learning (Baxter Magolda & Taylor, 2017). For international students this can entail interactions with students on a college campus in the United States and extra-curricular activities.

## **Needs Assessment**

### **Similar Programs**

In order to get a clearer understanding of what similar programs already exist and how programs like the Siena-FAE Summer Institute are structured, a web-based search was conducted. Keywords used in the search were "summer programs for international students", "undergraduate", "themed programs" and more. There were not many inbound thematic summer

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programs found but mostly opportunities for international students to directly enroll in summer classes.

Programs were examined that connected with the goals and values of Siena's proposed program of providing a variety of high quality learning experiences in and out of the classroom and attention to student needs and growth. Parallel designs, like George Washington University's Summer Seminars, have co-curricular and extra-curricular activities for students "specifically designed to enhance the classroom experience (George Washington University, 2018)." The structure includes classes in the morning with field trips and other excursions in the afternoons. These programs are also short-term and held at an educational institution. Some, like Yale's Summer Certificate Programs provide students with the notoriously American experience of living on campus with on-campus activities, cultural excursions in the evenings and weekend trips. Yale also has different program options for certificates such as Intensive English, Business and Law (Yale, 2018). A core Siena value is quality over quantity, meaning that group sizes are kept small to ensure students are not being overlooked in anyway and it is possible for the teachers and leaders to create more meaningful and effective relationships with students. For that reason, I looked for existing programs, University of Pennsylvania summer program for example, that placed the same value "to allow more individual attention (Penn State. 2018)." However, while some of these offered a certificate upon completion, they were not credit bearing.

The lack of short-term thematic programs found for international students indicates a gap in offerings provided in the United States. Direct enrollment in classes offered at colleges and universities in the United States over the summer is not always the best option for international students. Enrolling in regular classes is more expensive and limits the amount of opportunities

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for additional exposure to cultural learning activities outside of the classroom. There is also less support for students pre-arrival, at arrival and during their stay.

### **Siena-FAE Summer Institute**

In order to better understand the gaps of the previous structure, the Siena-FAE Summer Institute was evaluated from a variety of stakeholder perspectives in order to triangulate the data. Triangulation allows for the topic to be viewed from different angles, which is beneficial because it can bring up ideas that may not be otherwise considered. Stakeholders in the Siena-FAE Summer Institute and the new Summer Institute include the CIP, the staff in the International Programs offices at the partner schools, other students on campus for the summer, prospective international students, and previous students in the programs. It also includes Siena and partner university faculty and multiple offices at Siena (Community Living, Business Affairs, Transportation, etc). Feedback was gathered through one-on-one interviews with the previous Global Connections Professor and the two staff members, the Director of the CIP and the Program Coordinator, at Siena in charge of the Siena-FAE Summer Institute. The list of questions asked can be found in Appendix B.1 and B.2. This was done in order to see what they thought the strengths of the program were or what should be improved upon with the new program design.

When the interviewees were asked about what went well and should be kept in the program, they had a lot to say. There were a lot of commonalities between the professors and the CIP staff when it came to the strengths of the Siena-FAE Summer Institute. All of the staff and faculty interviewed said the combination of classes with site visits and cultural activities was a very beneficial structure for the students. According to the CIP staff, the student evaluations reflected that they loved this aspect and the opportunity to meet more people in a professional

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manner. The professor echoed this by stating the participant's new knowledge and English language skills were demonstrated in their work, especially in the student's final project to write articles reflecting their experience. The project was recommended by both staff and the faculty member to be included in the curriculum again, as students seemed to enjoy it. Students even made the initiative to create their own magazine out of the articles. As a result, students were able to take home a memento and proof of all they did and learned. The amount of programming and excursions was believed to be the perfect balance to allow students the chance to develop their independence, a major skill often acquired when studying abroad, and avoid exhaustion. Additionally, having students live and take classes on campus provided students with a real American college experience.

The CIP staff said the short-term, more affordable program also allowed students who would not have been able to participate in the two or three semester exchange program at Siena because of finances, academic restrictions or additional factors. At the institutional level there was an increase in the international presence on campus and it brought in more money. The Program Coordinator added that it was also good for the college's rapport to successfully implement a summer program that connects two Franciscan colleges on two continents.

Many benefits were mentioned at student, employee and institutional levels. The one faculty member interviewed stated students learned more related to their business majors and improved their English. They also gained life skills like independence, adaptability, multicultural communication and more. These new skills will benefit their work in their home country and positively influence their futures. For the business professor, this was their first time working with so many international students. According to the English professor, the business professor

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will now know how to tailor their classes in the future to the needs of international students, like speaking slower and explaining new vocabulary.

A few areas for improvement were also discovered in the interviews. One major issue was how the workload for running this program was handled. The program was created and run mainly by one CIP employee who had to balance the Siena-FAE Summer Institute with the normal responsibilities and demands of the employee's normal position. This was a heavy task for one person that naturally came with a few disadvantages. The Program Coordinator said that in the planning process it would have been beneficial to have someone to bounce ideas off of and to help handle the smaller details and logistics. This may have helped avoid complications like not realizing that a student bought a ticket for a flight to Albany, Georgia instead of New York. In hindsight the staff who ran the program wished they had not planned as much ahead of time. As a result, money was wasted on resources that ended up going unused. For example, a bus was booked for a trip to Boston and another to transport students back to the airport but many students elected not to use these options. Since the tickets were non-refundable, that money was lost. The CIP staff had hoped that participants would be integrated with domestic students in the class they were enrolling in directly. However, unexpectedly, no other students signed-up and there was not more time built into the schedule to intentionally integrate with the smaller amount of students on campus for the summer. Participants did not interact much with domestic students. Additional recommendations were made by the English professor to offer different English levels depending on fluency. This was not possible with a smaller group of students but would be if the program expanded to include more. Another English instructor might be needed to successfully accomplish this.

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The inclusion of students from other countries was suggested a number of times in the student evaluations, according to the staff. The idea of incorporating this idea was supported by the interviewees because it would encourage more cultural exchanges and force students to use English more outside of the classroom. One person said this could also result in more miscommunications between students and unforeseen complications but would still be worth it. All of this feedback was taken into consideration in developing the new format for the Summer Institute.

### **Goals and Objectives**

#### **Program Goals and Objectives:**

The Summer Institute will establish a strong structural foundation for a short-term summer program for international students to build and further expand upon in the future. The program will be accessible to students of different socioeconomic backgrounds and physical abilities. Additionally, the Summer Institute will increase internationalization efforts at Siena College.

*In order to achieve these goals the program will meet these objectives:*

1. Increase the number of students who participate in the program
2. Open the program to additional partner universities (in addition to FAE) and strengthen international partnerships with schools. This will be accomplished by collaborating on a program that provides students with another exchange option in addition to a semester or year at Siena
3. Initiate opportunities for participants to interact with domestic and other international students on Siena's campus

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4. Provide an affordable and attainable study abroad opportunity for international students by creating a program that is short-term and low-cost

### **Student Goals and Objectives:**

As a result of participation in the Summer Institute students will improve their English language skills through full immersion and language instruction both in and out of the classroom. Students will develop English language skills related to topics and vocabulary specific to business majors. Students will also increase their knowledge and understanding of United States culture through classroom lectures, immersion, activities and excursions.

*In order to achieve these goals students will meet the following objectives...*

1. Communicate effectively in English and improve proficiency in listening, speaking and reading in English
2. Demonstrate understanding of course themes in final project
3. Participate and be engaged in a variety of cultural activities and excursions
4. Apply new knowledge to business related studies and work in the future
5. Connect with professionals and organizations in the local community related to the program's themes and goals through site visits

### **Program Description**

The new layout for the Summer Institute will be a three week business English language and United States cultural immersion summer program intended for 12 to 15 undergraduate students currently enrolled at FAE or San Buenaventura. Participants are required to have an intermediate level of English, as determined by their International Programs office, in order to

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qualify for the program. Students will be enrolled in a three-credit Global Business English course and a two-credit class on United States Culture. Through the mutual partnerships these courses have been pre-approved to transfer back to each students' school. How it will fit exactly into each student's transcript will be discussed between the student and their advisor before they enroll in the program. At the completion of the program, participants will also receive a certificate of completion. The Global Business English course will include guest speakers and site visits to local organizations that are relevant to the students' coursework. Cultural excursions and activities will also be included in the curriculum for the United States Culture class. This class will also include a weekly "Conversation Club" where students will continue to advance their speaking and listening skills through activities that force them to use their English, while learning more about United States culture. Students will reside on Siena's campus along with other domestic and international students enrolled in summer courses for the duration of the program and be enrolled in the school's meal plan. The Summer Institute and Community Living will host events and trips that are intended to get participants to meet and interact with domestic and other international students on campus for the summer. This will be in addition to the programming already offered to the general summer student population that the Summer Institute students will be encouraged to attend. This will allow students to get the full "American college" experience and be fully immersed in the English language and United States culture. The timeline for implementing the program is included in Appendix C in addition to the program schedule in Appendix H. With this new structure, the goal is to create a sustainable program that can be repeatedly implemented annually for years to come. With a sustainable base structure in place, it will; also allow the program to more easily grow and expand in number or participants and countries involved.

## **Curriculum**

In creating a successful curriculum it is important to understand the different ways students learn and where they are in their process of mental, physical and emotional development. This allows the curriculum to be tailored to the specific needs of the students to provide better learning and growth opportunities so students can get the most out of the program. Two student development theories the Summer Institute will use as a foundation for building its curriculum are the Emerging Adulthood and Holistic Development theories. All included materials and activities will be based upon the academic themes of United States culture and business. The curriculum for this program design includes the coursework plus the activities and excursions and orientation, all of which facilitate student learning and success.

### **Coursework**

The Summer Institute will consist of two courses to be completed for credit and a certificate of completion at the end. The first course is worth three credits and will be on “Global Business English”. The curriculum will focus on English grammar and vocabulary in connection with business theory and practice. The syllabus will include site visits to relevant businesses, where students can learn first-hand what is being done in the world of Business in the United States. At the end of the program students must complete a final project where each student writes a news article that reflects something new they learned or experienced throughout the program related to this course. The articles will be compiled and made into a magazine that each student can take home with them. This momentum will give them something positive to remember their experience by and help students see the progress they made at the Summer Institute.

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The second two-credit course will be “United States Culture”. While continuing to practice and reinforce the new English skills they are learning in their first course, they will be introduced to United States culture and traditions. This will include topics on music, food, entertainment, pop culture and idioms in the United States. In addition to the coursework in the classroom, students will participate in cultural activities in the area. Some examples of excursions are attending a baseball game, kayaking on the Hudson River and seeing a live concert. These activities have accessible entrances, seating and materials for participation for students with any additional physical needs. At the start of the program, participants will be asked what types of cultural activities they would like to be involved in. These responses will have an influence on some of the activities incorporated in the schedule. The schedule and budget allows for an activity or two to be added according to student interests if what they want to learn about something that is not already included. Students are required to attend the planned activities as part of their curriculum. The only exception is that students can elect not to attend one of the chosen events if they replace it with another cultural event. The elected activity must be approved by the professor for the “United States Culture” class ahead of time. Examples of what qualifies and some options to choose from will be given to students in their first class. The courses are described in more detail in Appendix I.1 and I.2.

The structure of the program and its curriculum was carefully crafted to adhere to the student needs as depicted in the Holistic Development and Emerging Adulthood theories. In order to foster growth in each student as a whole, cognitively, interpersonally and intrapersonally, the four C’s of the Holistic Development Theory are heavily embedded in the curriculum for the program (Baxter Magolda & Taylor, 2009). The curriculum entails lectures, homework and other classroom activities for students to learn the concepts. Then students will

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get to see what they have learned applied in the real world during the site visits and have the chance to do so themselves in their final projects. They will not only learn about a new culture in the classroom but will experience the cultural traditions they learn about first-hand through the excursions and living on campus. A sense of community will be created not only within the group, but also by living on Siena's campus. Programming will be facilitated by the Summer Institute and the Community Living staff to promote community and foster new friendships and cultural exchanges for the program's participants as well as the other students on campus. Giving students the opportunity to experience and learn new things for themselves in a safe space will allow them to question new ideas and concepts to question, while they're at the Crossroads stage of development. Eventually, this will lead to them reaching Self-Authorship to develop their own ideas and prospective to build an internal foundation on.

For many of the students, it will be their first time on their own and their first time abroad. As an emerging adult, these students are open to exploring new cultures and taking steps towards developing their independence (Arnett, 2007). This curriculum supports students in their explorations by teaching English, global perspectives on business and exposing them to United States culture. While students are guided by the planned activities they will also have agency to make their own decisions on how to fulfill one of their cultural activities. Although the students will be given the tools and resources to be successful it is still up to the student to adapt and take control of their own success at the Summer Institute. With the help of these resources students will have to become self-sufficient during their free time and in obtaining food over the weekends when the dining hall is closed. As part of each course students will have opportunities to reflect upon what they've learned and how that new knowledge has impacted their view of the world and themselves. Reflections will occur both individually and in groups with a variety of

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different types of activities to accommodate multiple types of learners. Hearing how other students relate to the learning experience will give students new perspectives and build community within the group. Having students reflect on their feelings and experiences will help them gain clarity and confidence and take ownership of what they have learned and their evolution to becoming an adult.

### **Orientation**

The Summer Institute will commence with a day of orientation on July 8th, the day after arrival. In order to allow time for students to rest after their long travels and settle in to their dorms, the only planned activity will be an optional evening trip to Walmart for students to pick up any additional supplies. The day of orientation will begin with a Welcome Breakfast and Icebreakers. The purpose of the orientation is to educate the international students on the resources on campus and what is expected of them as students and as a part of the Siena community. Speakers will include representatives from the offices of Public Safety, Community Living, the Writing Center, Health Services, Dean of Students, Information Technology Services, the Counseling Center and the Center for International Programs. It is also an opportunity for students to get to know each other and the faculty and staff members they will be spending the term with. Students will also become oriented to campus with a campus tour provided by an Ambassador, a student tour-guide through the Admissions Office. The day will conclude with a Welcome Barbeque with outdoor games, like the Siena-famous Frisbee game, Kan-Jam. Previous study abroad students and current international students who are on campus or residing in the area will be invited to attend. In this way, students can connect with other students outside of the group and start developing relationships they can further explore in their time at Siena, and possibly continue after. It will foster cultural exchanges, allowing students to

start getting exposure to United States culture and practice their English even before classes begin. The Orientation schedule, complete with the topics of each session, can be found in Appendix F.

## **Staffing Plan**

In order for the Summer Institute to run successfully and efficiently, a Program Director is required to carry-out the main planning and implementation of the program. This person will hire and lead the affiliated faculty members, plan the logistics and oversee the development of the curriculum. The Program Director, while keeping up with the behind the scenes work, will also be a big presence throughout the program. The Director will support the staff as needed and attend multiple events and excursions with the students. Before the start of the program the person in this role will also help program participants with pre-arrival tasks like collecting flight information, issuing endorsement letters for participants, tracking payments and more. A complete job description for the Director's position can be found in Appendix E.1.

Two professors will be recruited, from interested candidates from both within and outside of the Siena community, to instruct the two courses for the program. The first will develop a three credit curriculum and teach a "Global Business English" course, which focuses on basic English language skills while also incorporating the specific vocabulary and theories involved in the business field. An additional instructor will be hired for the "United States Culture" class. This person will work closely with the other professor and the Assistant Director of the CIP who will be teaching the Conversation Club to create a curriculum that builds on the skills being taught in the other sessions. Each teacher will be required to attend the excursions related to their course and are invited to attend any additional activities or trips. Both of these positions

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will span out for a total of six weeks; the first two for initial planning, three weeks of instruction, followed by one week of closing and evaluating the program. These positions will be posted on Siena's Human Resources website and other job sites, using the descriptions in Appendix E.2 and E.3. The applicant's resumes and cover letters will be read by the Director for International Programs at Siena College and the Summer Institute's Program Director. Qualified candidates will be interviewed in person or via Skype, if necessary a second interview will be conducted, and then a final decision will be made resulting in an offer being made to the best candidates. The recruitment process will begin in March, with interviews taking place in April. The two professors will be selected by the beginning of May to allow them time to begin working on their curriculum. A complete timeline can be found in Appendix C.

Additionally, the Assistant Director for International Student Services has elected to teach a weekly conversation class as part of the United States Culture curriculum. This will be in addition to her fulfilling her normal role and responsibilities. Since the Assistant Director will have fewer tasks to complete as a result of the summer break, she will be able to complete both roles within her normal 40 hours per week. The conversation sessions will fall under "additional tasks as needed" listed under her responsibilities on her contract. This position was created to accommodate the interest of the Assistant Director and include a new point of view and instruction method to benefit the students.

Pre-existing staff and resources at Siena will be utilized in the implementation of this program and require collaboration with many offices on Siena's campus. In order to reserve housing accommodations in one of the dorms on campus, the Program Director will need to contact the Director of Community Living and the Assistant Director of Business Affairs - Conference Services/Transportation to hold the necessary rooms. The Assistant Director of

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Business Affairs will also be the contact to arrange transportation through Siena for the buses and vans needed for excursions and site visits. The Director of Internships will be a crucial resource for planning and connecting with possible local organizations for site visits. Getting the courses added to the school's system and creating a Course Reference Number (CRN) will need to be accomplished with the help of the Assistant Director for Academic Programs. While students are on campus, the program will rely on and work with Public Safety to serve students in any stressful or unsafe situations during the program. Students will also have a Resident Director (RD) and Residents Assistants (RAs) to provide extra support and programming. During each of Residential Life's tri-annual trainings they learn about the specific needs of international students and how to best assist them. The Program Director will be on-call for Public Safety to contact in case of an emergency if it requires additional help beyond Residential Life and Public Safety. The Program Director will work closely with the Director of Catering to plan for food options for certain events like the Welcome BBQ and the Farewell Ceremony. Finally, the Business Affairs office will handle creating the invoice for the program and setting up Flywire, a third-party provider for students to make payments through.

### **Program Marketing**

The creation of marketing materials will be a shared responsibility between both the CIP at Siena and the International Programs offices at the participating partner schools. The Director of International Programs does a site visit to FAE annually in either February. On this trip he will present a PowerPoint presentation, to any students who are interested in the Summer Institute and what's included. In order to widen the breadth of marketing efforts without straining the International Student Services or Summer Institute budget, the CIP Director will also host virtual

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information sessions for students at San Buenaventura in February. This presentation will include program information such as dates, cost, accommodations, courses offered and a sneak peek at some of the included excursions. The Director will also be able to introduce students to Siena and answer any questions presented by FAE staff or students. Staff from each school's International Programs Office will also be present at this information session to go into more detail on the admission process and who to contact for more information or begin the process. Each foreign university is in charge of the logistics of planning this meeting, such as picking the day and time and booking the room on their individual campus.

In the weeks leading up to the Director's visit in Brazil and the virtual sessions, the CIP will create a flyer for the program including the highlights of the program. Again, this would include the program dates, housing, meal, course and excursion information, but in less detail than the presentation, as demonstrated in Appendix D.1. This way the International Offices at each school can use this flyer to promote the information session and for other advertising purposes. In addition, the CIP will provide another flyer, found in Appendix D.2, with the details for the payment plan. This flyer will include the overall cost of the program, the minimum requirement for the first payment and the dates for the three payments. Directions for how to complete the payments will also be on this flyer. Any additional marketing materials or information sessions will be made and implemented by the staff at the partner schools.

### **Student Recruitment and Admissions**

Student Recruitment and Admissions will also be handled by the International Programs department at FAE and San Buenaventura. The Center for International Programs at Siena College has worked with these offices for up to 13 years as a partner and exchange university.

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Siena has collaborated with FAE for multiple summer programs in the past, including the Siena-FAE Summer Institute. There is a strong foundation of trust between the universities. For this reason, the CIP at Siena is comfortable with the individual schools identifying and selecting students they believe are most appropriate and can get the most out of this program.

The intended student population to participate in the Summer Institute are current Business majors with an intermediate level of English. No test scores, such as TOEFL, are required to be submitted in order to be admitted into the program. Instead, each university will determine students' English language level on their own. One way in which they might do this is by looking at how many English language courses a student has taken and at what level. Another would be to have an English language faculty member conduct an assessment in accordance with the American Council on the Teaching of Foreign Languages' (ACTFL) Oral Proficiency Interview (OPI) or the Common European Framework of Reference (CEFR) for languages. Since the new structure of the summer program does not include direct enrollment into a business course, students will no longer be required to have a minimum number of business related credits or have a prerequisite. This will, potentially, open the program to a wider range of students.

The program will be advertised at each university and these students will be able to enroll in the program. In order to run the program at an affordable price, and without Siena losing money, a minimum of 12 students would have to participate in the program. At the start, FAE will be allotted eight spots, since they are a main contributor to the development of the program. San Buenaventura will have the remaining 4 spots reserved specifically for their students. This is done to ensure that students from both schools are represented and have access to the program. If either school does not have enough students to reach the total amount they were originally given,

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the spot(s) will then be open to the other school. If either school has more students that would like to participate they can on a first come first serve basis. If more than 18 students want to enroll in the program, only the first 18 to make their initial payment will be accepted in the program. The remaining students will be put on a waiting list for in case any of the accepted students can no longer come. The cut-off is 18 students because of the capacity of a Siena bus. Any more students would require two busses which logistically and financially changes the program.

As the program expands and after a solid framework for the program has been established, the number of students will increase. In the future it is the hope that the program will be open to students from more of Siena's partner universities, like Universidad Franciscana in Mexico or Radboud University in the Netherlands. The process for recruiting and admitting students would be the same for any additional college or university.

Once a student has decided to enroll in the Summer Institute, the student fills out a student intake form with their International Programs office. After it has been completed the form will be sent to Siena's Center for International Programs. From there, students will be given three dates for payment, although a student can opt to pay the full price of the program on the first date. Whether or not the program has enough students to run will be determined after the second payment due date. If there are not enough students to run the program, students will be refunded the full amount they paid. However, if the program goes forward and a student decides to no longer participate, they will not be refunded.

## **Logistics**

### **Housing and Meals**

All participants will reside in student housing on campus for the duration of the program. Rooms in the school's newest residence hall, Snyder Hall, will be reserved in advance in January to ensure availability. The standard occupancy for each room is for two people with an ensuite bathroom. Out of the total amount of reserved rooms, 11 are standard rooms with four being singles in case there are medical or additional needs in the group. Since the rooms are held by the Department of Conference Services, the rooms will be located together in one wing of Snyder. Other students who will be taking classes over the summer will also be housed in this building but in different wings. All students will be enrolled in a 15 meal per week plan, the highest number offered for the summer, for the main dining hall. This is the only on-campus food option for the summer. Unfortunately, the dining hall is only open for limited summer hours and is closed over the weekends. Outside food options, such as restaurants and supermarkets, close to campus will be suggested and international students will have access to the student kitchen in Padua Hall, another residence building. Students will be introduced to the local Walmart the day of arrival to purchase food and any other items. The kitchen is stocked with a microwave, stove, oven and basic cooking materials. Updated prices for the upcoming term are to be confirmed with the Director of Academic Affairs, who is responsible for summer logistics. The prices are quoted per week and students must vacate their rooms by Saturday, July 27th, at the latest.

A few of the events will be catered through Siena Fresh Catering. The Program director can access the catering menu online through the Siena Fresh Catering Portal and submit orders there. Catered events include; the Welcome Breakfast, Welcome Barbeque and the Farewell Ceremony. Orders can be submitted at the end of April or early May, after the number of

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students are confirmed. Changes can be made through the portal up to three days prior to the event. Students will be asked if they have any dietary restrictions or allergies before arriving to campus so the catering staff can be made aware and make any necessary arrangements. For the day trip to Lake George, students will have the option to use one of their weekly meal swipes to get a breakfast to go bag to bring with them at no extra cost. The professor for the United States Culture class will collect orders and student ID numbers to submit to the Director of Catering, no later than the Sunday before the trip. The Program Director will work closely with the Director of Catering leading up to each catered event.

### **Space**

Classrooms and spaces for on-campus activities will need to be booked through Siena's Room Scheduler online portal. Accessible classroom space suitable for up to 25 people for the two courses as well as the one day orientation will be reserved in Siena Hall. The lobby in New Hall will be used for students to check-in and receive their room key and welcome packets, including the program schedule, before settling into their rooms. The Paddock, an area with outside seating and a fireplace and grills, will be reserved for the Welcome Barbeque. The Welcome Breakfast will be located in the lobby of Foy Hall, where the CIP office is located. The closing reception will be held in the President's house, Serra Manor. All reservations will be made in January to secure the necessary locations and allow plenty of time to decide on a new location, if needed.

### **Transportation**

As the details for the site visits and excursions are finalized, the Program Director will work closely with Siena's Transportation Department to schedule buses for transport to the

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elected locations. All transportation will be booked through Siena to save on the extra costs of using a third party bus. The Summer Institute will offer students a day and time to be picked up at the John F. Kennedy International Airport on July 7th by the Program Director and transportation to Siena College via a Siena bus. The day, departure and return times and location should be e-mailed to the Assistant Director of Business Affairs- Conference Services/Transportation to complete reservations.

### **Site Visits and Excursions**

Once the number of students are confirmed in April tickets will be purchased for students and accompanying faculty and staff for the Hudson Valley Baseball game and Kayaking. Most of the other activities, like the concert and New York State Museum, are free to enter and students can choose to purchase food or any other items. Students must attend the activities as part of their curriculum but can elect to not participate in one of the scheduled options in favor of another cultural endeavor. The selected activity must be pre-approved by the professor of the “United States Culture” course. Some options and examples of what would qualify will be given to students in their first class for this course. Student interest in these activities will be assessed prior to the activities. The free activities can be cancelled without penalty with the Transportation Department. An alternative to cancelling, which will be used whenever possible, is to invite domestic students to fill any empty spots. This will allow the Summer Institute to interact more with students from the United States and other countries represented at Siena and facilitate more cultural exchanges and relationship building.

## **Orientation Details**

The Orientation schedule will include information sessions from important departments on campus that will provide resources to the international students in the program. Each office will be contacted at the end of the spring semester to confirm they will attend and at what time they will present. The Program Director will follow up with the speakers one week before orientation to remind them and make sure the assigned times still work. Prior to student arrival the CIP staff will purchase textbooks, linens for the beds, toilet paper, school supplies and other basic necessities needed to get settled in. The Program Director will work with the help of the CIP staff to get these rooms ready so students can walk into a comfortable and welcoming environment upon arrival to campus. The Program Director will coordinate with Community living in order to get into the rooms early. At this time the materials for the completion certificates and gifts for the organizations hosting for site visits will also be purchased.

## **Health and Safety Plan**

The Summer Institute 2019 will follow the policies and procedures put in place at Siena College. Staff will be trained on these policies and expectations, the location of the Health Services office and relevant resources. Students will also receive this information during their orientation. In these sessions they will learn about things like the purpose of the Blue Light Phones throughout campus and how to contact Public Safety. On the first day, students will be given a wallet-sized, laminated card with important emergency contacts including 911, Public Safety that they can keep with them or enter into their phones. Public Safety makes rounds on campus to ensure a safe environment 24/7 and can be contacted any time. Resident Assistants and Residence Directors are also present and on-call to foster a safe atmosphere and help

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students with any needs or problems that may arise. Health Services requires all students to submit health forms, including their immunization records and their medical history form, no later than their first day on campus. Students who have not submitted their forms will be brought to the Health Services office to complete their paperwork on orientation day. These forms will include information on any dietary restrictions or allergies to best accommodate all students. Students will not be required by Siena to obtain insurance specifically for this program but this may be obligated by their home university. Staff and faculty will be made aware of student health concerns as needed.

If a health or safety situation arises in the presence of a faculty or staff member, students should notify them so that appropriate action can be taken based on the circumstances. Certain issues, like basic first aid, can be handled by the program employees. A first aid kit will be carried by staff on each off-campus trip along with any necessary health information and emergency contacts. More intensive concerns will result in the involvement of an expert in the applicable field. For instance, if someone is hurt beyond what can be covered by first aid they will be directed to Health Services or escorted to a doctor. In the case where there is a mental health concern, like anxiety, depression or homesickness, the Counseling Center will be reached out to for assistance.

### **Crisis Management Plan**

Siena College strives to keep their staff, faculty and students safe in any situation that may arise. All staff and faculty will be trained on what to do in case of a crisis situation and expected to follow the protocols in place. All students will be instructed on how to sign-up for the Siena Alert System during Public Safety's session at Orientation and must do so then. This

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will allow students to receive alerts via email and text message of any emergency situation and how to proceed. The chart included in Table 1 below dictates what steps will be taken and who will be contacted in certain situations. A chart depicting the order in which the necessary people should be contacted can be found in Appendix J. After the steps in the procedure have been followed and everyone is safe, either the Program Director or the Director of the CIP will be in contact with the students’ family to inform them of what happened and update them on the next steps.

Table 1: Crisis Procedures

<b>Emergency Levels</b>	<b>Examples</b>	<b>Protocol</b>
<b>Level One</b> (No immediate danger)	Theft Flight Issues (missed, incorrect, etc) Lost documents	<ol style="list-style-type: none"> <li>1. Staff on the scene will take point in resolving situation</li> <li>2. Phone tree will be implemented</li> <li>3. Student or staff will notify student’s family</li> <li>4. Follow-up with student(s)</li> </ol>
<b>Level Two</b> (Danger that is not yet life threatening but requires help from an expert)	Mental Health Medical Emergency Sexual Assault/Harassment	<ol style="list-style-type: none"> <li>1. <i>On-campus:</i> Call Public Safety <i>Off-campus:</i> Call 911</li> <li>2. Phone tree will be implemented</li> <li>3. Student or staff will notify student’s family</li> <li>4. Follow-up with student(s)</li> </ol>
<b>Level Three</b> (Life threatening)	Natural Disaster Active Shooter Terrorist Attack	<ol style="list-style-type: none"> <li>1. Follow procedures in place by Public Safety to get to safety - directions sent by Siena Alert System</li> <li>2. Call 911</li> <li>3. When safe, phone tree will be implemented</li> <li>4. Student or staff will notify student’s family</li> <li>5. Evacuate, if needed</li> <li>6. Follow-up with student(s)</li> </ol>

## **Budget**

The budget for the Summer Institute was a major influence on the structure of the program. As our goal states, the program is intended to be low-cost and affordable in order to include a larger amount of students and from a wider range of socioeconomic backgrounds. A major obstacle to this was the tuition costs, especially for two classes, and the additional registration fee of 95 dollars. The cost of tuition alone for two three-credit courses would cost each student \$2,250. In this scenario, each class of 12 students would generate 13,500 dollars with each professor receiving 3,425 dollars according to union regulations. In order to avoid this, the CIP proposed to the Office of Business Affairs that a budget would be made including the appropriate pay for participating faculty and any additional staff, the program expenses and still include a profit for the institution, albeit less. Although the profit margin decreases, the CIP argued the Summer Institute brings value and added publicity to the college and the potential to bring in more paying international students. Not to mention, that the affordability and success of the program will lead to more and more profit each year as the Summer Institute continues and expands.

After this structure for the budget was approved the other pieces of the puzzle came together quickly. After speaking with the staff and faculty members that were involved in the planning and implementation of the Siena-FAE Summer Institute, it was clear that a Program Director would be needed, whose sole responsibility was the Summer Institute. Last year, there were a lot of logistical details to be attended to and need for trip chaperones split between the CIP staff, in addition to their normal duties and responsibilities. This would be especially hard since, the CIP will be unequipped this summer as a result of a number of CIP staff moving on

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from Siena and new members coming in. For this reason a salary for a Program Director was added to the budget in addition to the salaries for the faculty for both classes.

The activities, excursions, site visits and guest speakers from last year were vetted. The ones that still fall in line with the new program's goals and themes were reconsidered with the new structure. After the excursions and activities were chosen, with the addition of some new features, research was done to configure the price per person. For events where food is provided by Siena's catering company, AVI, the unit price per person can be found on the catering website. Other ticket prices and entrance fees were found on the organizations' websites or talking directly with the vendors. Using Siena transportation was found to be less expensive and easier logistically than outsourcing. The cost per hour and mile was calculated for each excursion based on distance and how long the trip would be. Additional expenses such as books, gifts for speakers and student supplies were carried over from last year and the prices were adjusted based on current prices.

The total cost per student came out to be 2,057.58 dollars. With the need to add a cushion to be sure all predicted and unforeseen expenses are covered and ensure that the institution is still making a profit, the total cost per student was rounded up to 2,500 dollars. This is an affordable option in comparison to other summer programs like George Washington University's two week program for 3,500 dollars (George Washington University, 2018) or Yale's six week Institute for 12,036 dollars (Yale, 2018). In the end, with 12 students, there will be 5,309 dollars to provide that cushion to the Summer Institute and still make enough to give the institution. With more students, the revenue for the college will increase.

## **Evaluation Plan**

In order to ensure that the program is being run effectively and in the best interest of the students it will be evaluated at the individual, course and program levels. Different methods will be used to assess whether or not the student and program goals and objectives are being met on each level. These methods will be used throughout the course to ensure successful implementation and achievement of the student and program goals.

### **Individual Evaluation**

In order to effectively evaluate student learning, data collection will begin at the start of the program with a brief survey students fill out regarding their goals and motivations for participating in the Summer Institute. The questionnaire will be conducted via Google Forms and include multiple choice questions to generate quantitative data. Some questions will include an optional space for students to elaborate on an answer, which will help to accumulate more qualitative data and examples from students to support each question. The survey will consist of questions like “What attracted you most to this program”, “What would you like to learn most from this program?” and ” What cultural aspect are you most excited about experiencing?”. This initial data will also help the professors tailor the curriculum to the students’ needs, as necessary, to make sure students are given the opportunity to achieve their goals. At the end of the program, participants will be given another survey with the same format. The two surveys can be seen in Appendix L.1 and L.2. This will also help students reflect on their time in the program, how they’ve grown, what skills they gained and what they want to work on further.

In addition to these surveys and the daily work students will be doing throughout the three weeks, they will complete a final project. The project will be a writing piece that reflects

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how their English has improved and what they have learned pertaining to business and United States culture. Additional assignments will be graded to gauge student knowledge and learning. The conversation workshops will also allow the teacher to measure English language proficiency, as students are forced to apply their knowledge and skills through conversation and interactions with others. Students will also be evaluated by their attendance and active participation in all classes, site visits and activities.

### **Course Evaluation**

To determine the relevance and effectiveness of the curriculum, including site visits and activities, a number of evaluation methods will be used throughout the program. Reflections on what was learned during the site visits will occur weekly, if not more often, through group discussions, individual journaling and the final project. The end of program student survey will also include questions about the chosen activities and how they felt they experienced United States culture. After the completion of the program, professors and staff will also fill out a survey, found in Appendix L.3, about how they feel about the structure of the program and the curriculum. The faculty will also indicate how they thought each site visit and activity correlated with the coursework and themes for each class.

### **Program Evaluation**

The Summer Institute staff will meet with the CIP Director weekly for check-ins to evaluate how the program is going and see if anything needs to be adjusted to better serve the students and improve the curriculum to make the program better. There will also be a final meeting with the two professors, the Program Director and the Director of the CIP to discuss how the program went; what went well and what can be improved upon for next year. In this

meeting the results from the course and individual evaluations will be compared to the set goals and objectives to see if they were accomplished. Following this group meeting, the CIP Director and the Program will meet one on one to further evaluate the program. The two will review the student and faculty feedback and set an initial plan for next year. The results from the culmination of these evaluation methods will be used to determine if the program and student goals were met and if it is worth it for all the stakeholders to continue to run the program in the same format. If the program went successfully and the Summer Institute will not require any fundamental changes, the idea of expanding the program to include more students and more universities from other countries will be considered.

### **Conclusion and Implications**

This short-term summer program is a cheaper alternative for students to studying abroad for a semester or longer. Otherwise, these students may not have the opportunity to participate in such a valuable experience because of socio-economic, academic and other barriers. While the Brazilian and Colombian students are at Siena they will expose the students, faculty and staff to more people of different cultures and perspectives. Through their interactions on campus they will exchange ideas, values and experiences with the Siena community and then share their new learnings from Siena with the students and personnel at their home universities. This will help to internationalize Siena's campus. At the same time, it creates free word-of-mouth advertisement for each university. As Siena students are learning more about the international students' countries and their schools it will generate interest in Siena students to study abroad, possibly in Brazil or Columbia. Then when the Brazilian and Colombian students return home and share their experience at Siena they will spread the word about Siena and the Summer Institute. This

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will likely create more interest and enrollment for the program in the future, meaning additional revenue for Siena as the institute continues to expand. The same could occur for FAE and San Buenaventura, as more students from Siena choose to study abroad at their schools. The program will strengthen the relationships with Siena's partner schools. This could also lead to the creation of similar programs being created at each of the partner universities for Siena students, for additional revenue and internationalization opportunities. For FAE this could mean the resurrection of the study tour class at Siena to their school, which only ran once. The success of the Summer Institute could result in inspiring more colleges and universities to produce similar thematic short-term summer programs for international students in the United States.

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## Appendices

### Appendix A: Summer Institute 2018 Schedule

(Schiesel, M. 2018)

#### Siena-FAE Summer Institute – Monthly Schedule (*tentative*)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 Arrival to Siena!	9 Welcome Orientation	10 Classes <i>(morning and afternoon)</i>	11 Guest Speaker <i>(afternoon)</i>	12 Classes <i>(morning and afternoon)</i>	13 Site Visit <i>(morning)</i>	14 Group Trip <i>(morning)</i>
15	16 Site Visit <i>(morning)</i>	17 Classes <i>(morning and afternoon)</i>	18 Site Visit <i>(afternoon)</i>	19 Classes <i>(morning and afternoon)</i>	20 Group Trip <i>(morning)</i>	21 Group Trip <i>(tentative – all-day)</i>
22	23 Site Visit <i>(afternoon)</i>	24 Classes <i>(morning and afternoon)</i>  Group Trip <i>(evening)</i>	25 Group Trip <i>(morning)</i>  Site Visit <i>(afternoon)</i>	26 Classes <i>(morning and afternoon)</i>	27	28
29	30 Site Visit <i>(afternoon)</i>	31 Classes <i>(morning and afternoon)</i>	1	2 Classes <i>(morning and afternoon)</i>  Farewell Reception <i>(evening)</i>	3	4

## **Appendix B: Interview Questions**

### **Appendix B.1: CIP Staff**

1. How did you become involved with the Summer Institute?
2. What do you think went well in the program? Why?
3. What did not work well in the program? Why?
4. What aspects do you think should still be incorporated in the program? Why?
5. Do you think anything should change or be improved upon for the Summer Institute this year? If so, what?
6. What were the biggest challenges you faced in running the program for the Summer Institute?
7. What do you think were the benefits to the faculty, staff and students that participated in the Summer Institute?
8. What impact do you think increasing the number of student participants would have on faculty, staff and prospective students?
9. What impact would including international students from another country or countries, in addition to Brazilian students, have on faculty, staff and prospective students?
10. Are there any additional comments or suggestions you would like to add?
11. Was the Summer Institute modeled after a similar program at another school?
12. How were students recruited last year? Were there any strategies or initiatives in place to encourage diversity within the program or make it more accessible?
13. In your opinion, should there be a minimum or maximum amount of students in the program? If so, how many and why?

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14. Did you feel well supported and capable in planning and implementing the program? Do you think it would be beneficial to have more or less program runners?
15. What was your favorite part of planning and running the Summer Institute?
16. Was your planned budget sufficient? Were there any unforeseen expenses you think should be budgeted for this year?
17. Did students do activities/trips on their own on days off? Were there too many or too little planned activities or would you recommend the same amount?
18. Are there site visits or guest speakers you would recommend having again this year? Are there any you wouldn't?

**Appendix B.2: Professor**

1. How did you become involved with the Summer Institute?
2. What do you think went well in the program? Why?
3. What did not work well in the program? Why?
4. What aspects do you think should still be incorporated in the program? Why?
5. Do you think anything should change or be improved upon for the Summer Institute this year? If so, what?
6. What were the biggest challenges you faced teaching the courses for the Summer Institute?
7. What do you think were the benefits to the faculty, staff and students that participated in the Summer Institute?
8. What impact would increasing the number of student participants have on faculty, staff and prospective students?
9. What impact would including international students from another country or countries, in addition to Brazilian students, have on faculty, staff and prospective students?
10. Are there any additional comments or suggestions you would like to add?
11. Do you think the course was an appropriate level for the students? Should it be a higher or lower level? Explain.
12. Was the book and other class materials appropriate and well understood by the students? Would you suggest keeping the same book or choosing another if the same course is taught again? Why?

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13. Were the guest speakers and site visits relevant and useful to the course? Would you recommend using any of the same ones again? Are there any new ones you would recommend using?
14. Were there varying levels of English proficiency skills? If so, did this factor make it more difficult for students or in the way you designed the class? Please explain.
15. Were there common issues or themes that you noticed that you think should be covered in the accompanying course (Organizational Behavior or the English Language course). Please explain.
16. Did the amount of co-curricular and extra-curricular activities impact the students' coursework? How?

**Appendix C: Timetable for Program Delivery**

<b>Timetable for Program Delivery</b>	
January	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hire Program Director</li> <li><input type="checkbox"/> Train Program Director</li> <li><input type="checkbox"/> Reserve rooms in Snyder Hall</li> <li><input type="checkbox"/> Confirm prices for housing and meal plans</li> <li><input type="checkbox"/> Reserve classrooms and other necessary spaces on campus</li> <li><input type="checkbox"/> Create program budget</li> <li><input type="checkbox"/> Collaborate with IRD at FAE</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design marketing materials</li> <li><input type="checkbox"/> Market the program during CIP Director’s FAE site visit</li> <li><input type="checkbox"/> Develop basic structure and course descriptions</li> <li><input type="checkbox"/> Create job descriptions</li> <li><input type="checkbox"/> Post faculty positions on Siena’s website and job boards</li> </ul>
March	<ul style="list-style-type: none"> <li><input type="checkbox"/> Market the Program</li> <li><input type="checkbox"/> Re-post faculty positions on Siena’s website and job boards</li> <li><input type="checkbox"/> Application for Hire Deadline - March 31, 2019</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Market the Program</li> <li><input type="checkbox"/> Interview for open faculty positions</li> <li><input type="checkbox"/> First installment for payment due - April 20, 2019</li> </ul>
May	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hire two faculty members</li> <li><input type="checkbox"/> Train new faculty members</li> <li><input type="checkbox"/> Develop curriculum</li> <li><input type="checkbox"/> Determine site visits</li> <li><input type="checkbox"/> Reserve transportation to/from site visits and excursions</li> <li><input type="checkbox"/> Confirm speakers and times for Orientation</li> <li><input type="checkbox"/> Submit catering orders through Siena Fresh</li> <li><input type="checkbox"/> Second installment for payment due - May 20, 2019</li> <li><input type="checkbox"/> Buy tickets for activities/events</li> </ul>

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June	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have CRNs created</li> <li><input type="checkbox"/> Enroll students in both classes</li> <li><input type="checkbox"/> Final installment due - June 20, 2019</li> <li><input type="checkbox"/> Collect flight information from students</li> <li><input type="checkbox"/> Confirm speakers for orientation</li> <li><input type="checkbox"/> Purchase materials for dorms and textbooks</li> <li><input type="checkbox"/> Student health forms due</li> <li><input type="checkbox"/> Coordinate with site visit organizations</li> </ul>
July	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit any updates to catering orders</li> <li><input type="checkbox"/> Student Arrival - July 7, 2019</li> <li><input type="checkbox"/> Orientation - July 8, 2019</li> <li><input type="checkbox"/> Summer Institute courses begin - July 9, 2019</li> <li><input type="checkbox"/> Last day of Summer Institute - July 26, 2019</li> <li><input type="checkbox"/> Students must vacate rooms by July 27, 2019</li> </ul>
August	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate program</li> </ul>

**Appendix D: Marketing Materials**

**Appendix D.1: Program Flyer**



***July 7 - 26, 2019***

*For only \$2,500 the program includes...*

- 2 classes- 5 credits and a certificate of completion
- Airport pick up and transfer to Siena
- On-campus housing in Siena's newest residence hall
- 15 meals a week in dining hall
- Bedding & supplies for dorm room
- Text books
- Sit visits
- Excursions and activities! (day trip to Boston, baseball game, Grafton Lake State Park, a live concert & more!

***Come find out more!  
20/02/19 at 12:00  
International Relations Office***

Appendix D.2: Summer Payment Instructions

SUMMER AT SIENA

# Payment Instructions

The total cost of the program, \$2,500, can be paid all at once by 19 April, 2019 or according to the following payment plan.

**First payment of \$850 is due by 20 April, 2019.**

*This deposit is non-refundable and will secure your spot in the Summer Institute.*

**Second payment of \$825 is due by 20 May, 2019.**

**The final payment is due by 20 June, 2019**

Payments can be made any time up until the deadline.

Payments can be made by creating an account on Flywire. Instructions are attached to the e-mail you received.



## **Appendix E: Job Descriptions**

### **Appendix E. 1: Summer Institute 2019 Program Director**

#### **Job Description:**

Looking for someone who is energetic, creative and passionate about working with international students to plan and run a three week summer program for international students from July 7 - July 26, 2019. The Program Director will work closely with the Director of the Center for International Programs (CIP) and other campus partners to create a fun and innovative summer program for students from Siena's international partner universities.

The Program Director collaborate with the participating partner universities to market the program, recruit students and provide the most enriching experience for students. The Program Director and CIP Director will interview and select faculty for the two courses. He/she/they will create a foundational outline for the program, plan logistics for housing and meals, activities and excursions, orientation, transportation and booking space. This person will also attend some of the events and site visits, as able. At the end of the Summer Institute all staff and faculty will meet to evaluate the program.

#### **Required Qualifications:**

- Bachelor's Degree
- Teaching Certification or Degree Related to International Education
- Experience working in multicultural groups
- Strong intercultural communication skills
- Good at collaborating and working in teams
- Incorporates different learning styles in their method of teaching
- Fluent English speaker
- Good Multi-tasker

#### **Preferred Qualifications:**

- Experience working/living abroad
- Experience working with international students
- Experience working with college students
- Master's Degree or higher

**Type:** Part-time, Temporary

**Salary:** \$2,600

#### **How to Apply:**

To apply to this position please submit a cover letter, resume and three references. A background check will be conducted before an official offer can be made.

*Applications are due by March 31, 2019.*

## **Appendix E.2: Summer Professor of Global Business English**

### **Job Description:**

Professor will develop a curriculum for and instruct a three week course on “Global Business English” for international students at Siena College from July 7 - July 26, 2019. The course will focus on terms, concepts and vocabulary related to the business field that students can later apply to their future studies and careers. The professor should be comfortable implementing fun and creative ways for students to learn and get immersed in the material. The curriculum will include site visits to relevant and beneficial local organizations for students to get real-world exposure to successful businesses in the United States. The newly hired faculty member can also attend the excursions and activities from the “United States Culture” course if desired. This professor will work closely with the professor and staff member teaching “United States Culture” and the “Conversation Club”, a conversation session for students to practice their communication skills, to ensure cohesion between the courses and optimal learning for students. At the end of the Summer Institute all staff and faculty will meet to evaluate the program. At the end of the Summer Institute all staff and faculty will meet to evaluate the program.

### **Required Qualifications:**

- Bachelor’s Degree
- Teaching Certification or Teaching English as a Foreign Language Certification
- Degree in a Business field or certification in teaching Business English
- Experience working in multicultural groups
- Strong intercultural communication skills
- Good at collaborating and working in teams
- Incorporates different learning styles in their method of teaching
- Fluent English speaker

### **Preferred Qualifications:**

- Experience working/living abroad
- Experience working with international students
- Experience working with college students
- Master’s Degree or higher

**Type:** Part-time, Temporary

**Salary:** \$3,425

### **How to Apply:**

To apply to this position please submit a cover letter, resume and three references. A background check will be conducted before an official offer can be made.

*Applications are due by March 31, 2019.*

### **Appendix E.3: Summer Professor of United States Culture**

#### **Job Description:**

Professor will develop a curriculum for and instruct a three week course on “United States Culture” for international students at Siena College from July 7 - July 26, 2019. The course will focus on a variety of cultural aspects of the United States and improving English language skills while learning about these topics. Themes will include music, food, dance, entertainment, hobbies, holidays and more. The professor should be comfortable implementing fun and creative ways for students to learn and get immersed in the material. The curriculum will include excursions and activities to local cultural attractions and events that the professor will attend. The newly hired faculty member can also attend the site visits from the “Global Business English” course if desired. The chosen teacher will work closely with the professor and staff member teaching “Global Business English” and the “Conversation Club”, a conversation session for students to practice their communication skills, to ensure cohesion between the courses and optimal learning for students. Additionally, the person in this position will help the Program Director with handling the program logistics.

#### **Required Qualifications:**

- Bachelor’s Degree
- Teaching Certification or Teaching English as a Foreign Language Certification
- Experience working in multicultural groups
- Strong intercultural communication skills
- Good at collaborating and working in teams
- Incorporates different learning styles in their method of teaching
- Fluent English speaker

#### **Preferred Qualifications:**

- Experience working/living abroad
- Experience working with international students
- Experience working with college students
- Master’s Degree or higher

**Type:** Part-time, Temporary

**Salary:** \$2,300

#### **How to Apply:**

To apply to this position please submit a cover letter, resume and three references. A background check will be conducted before an official offer can be made.

*Applications are due by March 31, 2019.*

**Appendix F: Orientation Schedule**

Summer Institute Orientation		
July 7, 2019		
2:00 p.m.	Pick-up at JFK Airport & Travel to Siena	JFK Airport
7:00 - 9:00 p.m.	Trip to Walmart <i>to buy any food or materials</i>	Leave from Snyder Hall
July 8, 2019		
8:30 - 9:20 a.m.	Welcome Breakfast <i>Presented by: Center for International Programs</i>	Foy Hall Outer Lobby
9:30 - 10:30 a.m.	Tips for Academic Success <i>Presented by: Summer Institute Faculty</i>	Siena Hall 125
10:30 - 11:00 a.m.	Canvas (Academic Portal) <i>Presented by: Information Technology Services (ITS)</i>	Siena Hall 125
11:00 - 11:30 a.m.	<i>Academic Writing Resources</i> <i>Presented by: The Writing Center</i>	Siena Hall 125
11:30 a.m. - 12:00 p.m.	What is Culture Shock? <i>Presented by: The Counseling Center</i>	Siena Hall 125
12:00 - 1:00 p.m.	Lunch & Break	Lonnstrom Dining Hall
1:00 - 2:00 p.m.	Living on Campus and Staying Safe <i>Presented by: Community Living and Public Safety</i>	Siena Hall 125
2:00 - 2:30 p.m.	Staying Healthy <i>Presented by: Health Services</i>	Siena Hall 125
2:30 - 3:00 p.m.	Understanding & Preventing Sexual Misconduct <i>Presented by: The Dean of Students</i>	Siena Hall 125
3:00 - 4:00 p.m.	Campus Tour	Siena Hall 125
4:00 - 5:00 p.m.	Free Time	
5:00 - 7:00 p.m.	Welcome BBQ & Lawn Games	“The Paddock” <i>(In front of Lonnstrom)</i> “Padua Beach” <i>(In front of Padua Hall)</i>

## Appendix G: Student Contact Form

### Student Contact Information

Student Name: \_\_\_\_\_

Date of Birth (MM/DD/YYYY): \_\_\_\_\_ Student ID # (901/2): \_\_\_\_\_

Passport Number: \_\_\_\_\_ Country Issuing Passport: \_\_\_\_\_

Foreign Address: \_\_\_\_\_

*Street Number*      *Street*      *Apartment Number*

\_\_\_\_\_  
*City/Town/Village*      *State*      *Country*      *Zip Code*

Foreign Phone #: \_\_\_\_\_ Host University: \_\_\_\_\_

On-Campus Housing: Snyder Hall Room \_\_\_\_\_ Local Phone # (optional): \_\_\_\_\_

Allergies or Dietary Restrictions: \_\_\_\_\_

### Emergency Contact Information

Emergency Contact Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Emergency Contact Phone #: \_\_\_\_\_

Emergency Contact Address: \_\_\_\_\_

*Street Number*      *Street*      *Apartment Number*

\_\_\_\_\_  
*City/Town/Village*      *State*      *Country*      *Zip Code*

## Appendix H: Program Schedule

Summer Institute Schedule						
Summer 2019						
July 7 - 26, 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7	8	9	10	11	12	13
<p>Student Arrivals Pick-up at JFK Airport 2:00 p.m.</p> <p>Trip to Walmart 7:00 p.m.</p>	<p><u>Student Orientation:</u></p> <p>Breakfast</p> <p>Morning Sessions</p> <p>Lunch</p> <p>Afternoon Sessions</p> <p>Free Time</p> <p>Welcome BBQ</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 1:30</p> <p>U.S. Culture 1:30 - 4:30</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 12:30</p> <p>Site Visit 12:30 - 3:00</p> <p>Game Night <i>(for all summer students sponsored by Community Living)</i></p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 1:30</p> <p>Conversation Club 1:30 - 4:30</p>	<p>Site Visit</p> <p>Lunch</p> <p>NYS Museum &amp; Empire State Plaza</p>	<p>Troy Farmer's Market</p>
14	15	16	17	18	19	20
	<p>Grafton Lakes State Park</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 1:30</p> <p>U.S. Culture 1:30 - 4:30</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 12:30</p> <p>Site Visit 12:30 - 3:00</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 1:30</p> <p>Conversation Club 1:30 - 4:30</p> <p>A:ive at 5 Concert</p>	<p><u>Lake George</u></p> <p>Depart at 9:00</p> <p>Site Visit 10:00 - 11:30</p> <p>Free Time <i>Outlets Beach Amusement Park</i></p> <p>Return at 8:00</p>	
21	22	23	24	25	26	27
	<p>Site Visit</p> <p>Lunch</p> <p>Free Time</p> <p>Valley Cats Baseball Game</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 1:30</p> <p>U.S. Culture 1:30 - 4:30</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 12:30</p> <p>Site Visit 12:30 - 3:00</p>	<p>Global Business English 8:30 - 11:30</p> <p>Lunch 11:30 - 1:30</p> <p>Conversation Club 1:30 - 4:30</p> <p>Farewell Ceremony</p>		<p>Students must vacate their dorm room</p>

## **Appendix I: Course Descriptions**

### **Appendix I.1: Global Business English**

Professor: TBD

Lectures: Tuesdays, Wednesdays and Thursdays, 8:30 - 11:30 a.m.

Location: Siena Hall 125

Site Visits: See schedule

A three week course on “Global Business English” for international students in the Summer Institute 2019 at Siena College from July 7 - July 26, 2019. The course will focus on terms, concepts and vocabulary related to the business field that students can later apply to their future studies and careers. The curriculum will include site visits to relevant and beneficial local organizations for students to get real-world exposure to successful businesses in the United States. Students will be able to apply and recognize the knowledge they develop in class during lectures and in-class activities outside of the classroom. The class will conclude with a final project where each student reflects on their experience at Siena and what they have learned through a writing piece that will be accumulated into a magazine.

### **Appendix I.2: United States Culture**

Professor: TBD

Lectures: Mondays 1:30 - 4:30

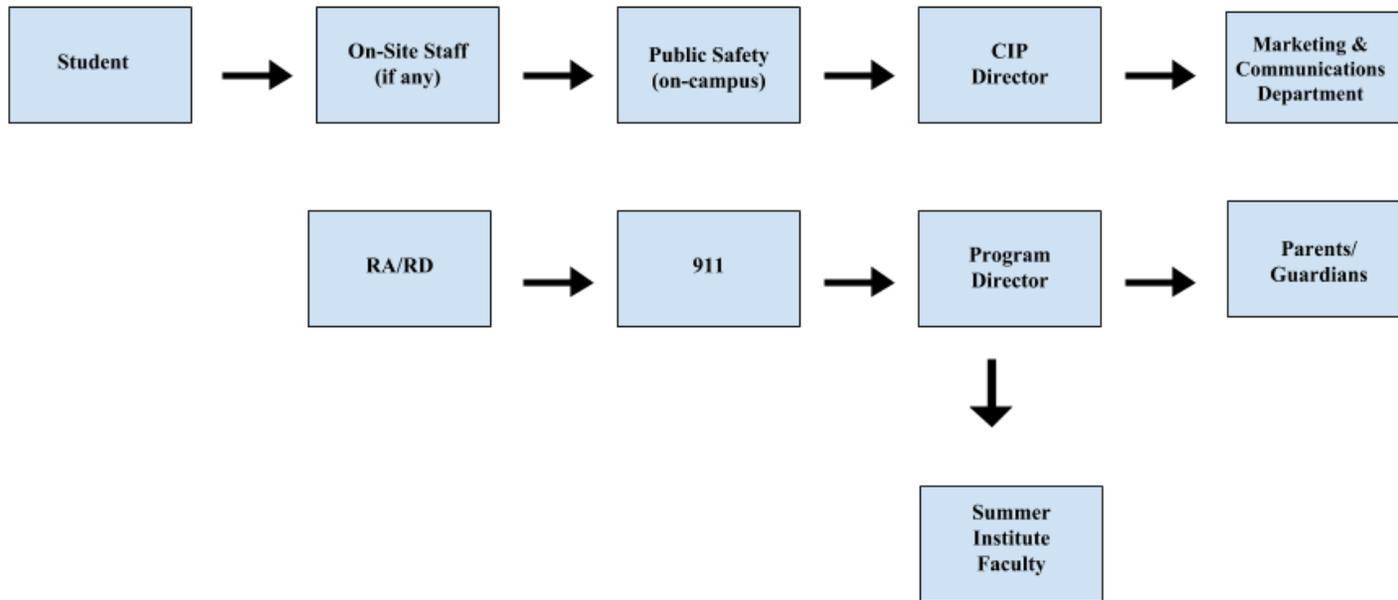
Conversation Club: Thursdays, 1:30 - 4:30

Location: Siena Hall 125

Excursions and Activities: See schedule.

A three week course on “United States” for international students in the Summer Institute 2019 at Siena College from July 7 - July 26, 2019. The course will focus on a variety of cultural aspects of the United States and improving English language skills while learning about these topics. Themes will include music, food, dance, entertainment, hobbies, holidays and more. The curriculum will include excursions and activities to local cultural attractions and events. Some of the events will be intentional opportunities for participants to meet and interact with domestic students while taking part in cultural experiences. Part of the curriculum is a weekly “Conversation Club”, a conversation session for students to practice their communication skills.

## Appendix J: Phone Tree



\*RA - Resident Assistant  
RD - Resident Director

## Appendix K: Budget Table

Summer Institute Budget					
Global Business English Only - Direct Faculty Stipend					
Summer 2019					
		# of Units		Total	
Program Director	\$375.00	8		\$3,000.00	
Professor's Salary (3 cr.)	\$3,425.00	1		\$3,425.00	
Professor's Salary (2 cr.)	\$2,290.00	1		\$2,290.00	
			# of Students	Total	
Room and Board	\$260.00	3	12	\$9,360.00	
			<b>Total</b>	<b>\$18,075.00</b>	
	Cost per Person	# of Students	# of Faculty	Cost per Group	Total
<b>On-campus Activities</b>					
Welcome Breakfast	\$9.00	12	11		\$207.00
Welcome BBQ (4th of July)	\$18.00	12	11		\$414.00
Farewell Ceremony		12	11	\$550.00	\$550.00
				<b>Total</b>	<b>\$1,171.00</b>
<b>Off-Campus Activities</b>	Cost per Person	# of Students	# of Faculty	cost per group	Total
ValleyCat Game	\$13.00	12	5		\$221.00
NYS Plaza + Museum	\$0.00	12	5		\$0.00
Alive at 5	\$0.00	12	5		\$0.00
Troy Farmer's Market	\$0.00	12	5		\$0.00
Grafton Lakes State Park	\$0.00	12	5	\$10.00	\$10.00
Kayaking on the Hudson	\$20.00	12	5		\$340.00
Grafton Lunch BBQ		12	5	\$250.00	\$250.00
Lake George		12	5		\$0.00
				<b>Total</b>	<b>\$821.00</b>

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Transportation									
	cost per hour	# of hours	cost per hr after 8 hrs	# of hours	cost per mile	# miles	tolls		Total
JFK to Siena	\$20.00	8	\$30.00	2	\$1.50	375	\$50.00		\$832.50
Boston	\$20.00	8	\$30.00	8	\$1.50	375	\$50.00		\$1,012.50
NYS Plaza + Museum	\$20.00	4	\$30.00	0	\$1.50	26	\$0.00		\$119.00
Alive at 5									
	\$20.00	4	\$30.00	0	\$1.50	26	\$0.00		\$119.00
Troy Farmer's Market	\$20.00	3	\$30.00	0	\$1.50	30	\$0.00		\$105.00
Grafton Lakes State Park	\$20.00	5	\$30.00	0	\$1.50	50	\$0.00		\$175.00
Lake George	\$20.00	6	\$30.00	0	\$1.50	130	\$0.00		\$315.00
Kayaking on the Hudson	\$20.00	3	\$30.00	0	\$1.50	32	\$0.00		\$108.00
									\$0.00
Site Visits	\$20.00	18	\$30.00	0	\$1.50	280	\$0.00		\$780.00
Tip for Driver	\$20.00	12							\$240.00
					<b>Total</b>				<b>\$3,806.00</b>
	Cost Per Person	# of People	Cost per Group	Total					
Supplies + Other Costs									
Textbooks	\$75.00	12		\$900.00					
Brazilian Candy for hosts/ Site Visits			\$200.00	\$200.00					
Siena Swag			\$0.00	\$0.00					
Visiting Staff Entertainment	\$150.00	2		\$300.00					
Boston/Lake George Snacks			\$35.00	\$35.00					
Print Shop			\$35.00	\$35.00					
Lanyards	8	12		\$96.00					
Bedding, Supplies for Room + snacks	65	12		\$780.00					
Student Notebooks	1	12		\$12.00					
Certificate Holders	5	12		\$60.00					
			<b>Total</b>	<b>\$2,418.00</b>					
					<b>Total Program Cost</b>	<b>\$26,291.00</b>			
					<b>Total Cost Per Student</b>	<b>\$2,190.92</b>			
					<b>Price per Student</b>	<b>\$2,500.00</b>			
					<b>Remaining Amount</b>	<b>\$3,709.00</b>			

## Appendix L: Evaluation Questionnaire

### Appendix L: Initial Questionnaire

#### Initial Student Survey

What attracted you most to this program? (*Choose one*)

- Heard positive feedback from someone who came to Siena in the past
- Global Business English Course
- Wanted to learn more about United States Culture
- Wanted a short-term study abroad opportunity
- Wanted to improve English language skills
- Affordable
- Couldn't go abroad for longer or during the semester

What would you like to learn most from this program? (*Choose all that apply*)

- How to use English to advance your Business career/studies
- The English language in general
- Authentic United States Culture
- How others perceive your culture

What cultural aspects are you most excited about experiencing? (*Choose all that apply*)

- Living on a U.S. college campus
- Music
- Holidays and traditions
- U.S. education
- history

What are you most nervous about? (*Choose all that apply*)

- Making friends
- My English language skills
- The style of learning and instruction in the United States
- Culture shock
- The course material

What level English proficiency do you think you have in writing? (*Choose one*)

- Beginner
- Intermediate
- Advance

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Fluent

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What level proficiency do you think you have in speaking in English?

- Beginner
- Intermediate
- Advance
- Fluent

What level of English proficiency do you think you have in listening?

- Beginner
- Intermediate
- Advance
- Fluent

What level of English proficiency do you think you have in reading?

- Beginner
- Intermediate
- Advance
- Fluent

What do you know about United States culture? (Short-answer) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How have you learned about U.S. culture?

- Movies/T.V.
- Music
- Other people
- Books

Which of the following skills would you like to approve on during the program?

- English language
- Understanding of United States Culture
- Building relationships with students from the United States

## Appendix L.2: End of Program Questionnaire

### Final Student Survey

What did learn most from this program? *(Choose all that apply)*

- How to use English to advance your Business career/studies
- The English language in general
- Authentic United States Culture
- How others perceive your culture

What cultural aspects did you experience? *(Choose all that apply)*

- Living on a U.S. college campus
- Music
- Holidays and traditions
- U.S. education
- History

What was the most challenging? *(Choose all that apply)*

- Making friends
- My English language skills
- The style of learning and instruction in the United States
- Culture shock
- The course material

What level English proficiency do you think you have in writing? *(Choose one)*

- Beginner
- Intermediate
- Advance
- Fluent

What level proficiency do you think you have in speaking in English?

- Beginner
- Intermediate
- Advance
- Fluent

What level of English proficiency do you think you have in listening?

- Beginner

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- Intermediate
- Advance
- Fluent

What level of English proficiency do you think you have in reading?

- Beginner
- Intermediate
- Advance
- Fluent

Was United States culture what you had originally expected, before arrival?

- Yes
- No

Explain (*optional*): \_\_\_\_\_

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Would you recommend this program to a friend?

- Yes
- No

What aspects of the program did you enjoy? \_\_\_\_\_

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What do you think the program should improve on? \_\_\_\_\_

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Site Visits and Activities: Please rate each site visit and activity

	Very Poor	Poor	Average	Good	Great
Site #1	<input type="checkbox"/>				
Site #2	<input type="checkbox"/>				
Site #3	<input type="checkbox"/>				
Site #4	<input type="checkbox"/>				
Site #5	<input type="checkbox"/>				
Site #6	<input type="checkbox"/>				
Site #7	<input type="checkbox"/>				

	Very Poor	Poor	Average	Good	Great
Welcome BBQ	<input type="checkbox"/>				
Game Night	<input type="checkbox"/>				
NYS Museum	<input type="checkbox"/>				
Site #4	<input type="checkbox"/>				
Troy Farmers Market	<input type="checkbox"/>				
Grafton Lakes State Park	<input type="checkbox"/>				
Live at 5	<input type="checkbox"/>				
Lake George	<input type="checkbox"/>				
Valley Cats Game	<input type="checkbox"/>				
Farewell Ceremony	<input type="checkbox"/>				

### **Appendix L.3: Staff and Faculty Survey**

#### Faculty/Staff End of Program Survey

Both:

1. What do you think went well in the program? Why?
2. What did not work well in the program? Why?
3. What aspects do you think should continue to be incorporated in the program? Why?
4. Do you think anything should change or be improved upon for the next Summer Institute this year? If so, what?
5. What do you think were the benefits to the faculty, staff and students that participated in the Summer Institute?
6. What impact do you think increasing the number of student participants would have on faculty, staff and prospective students?
7. Did students do activities/trips on their own on days off? Were there too many or too little planned activities or would you recommend the same amount?
8. Are there site visits or guest speakers you would recommend having again this year? Are there any you wouldn't?

Faculty Only:

1. Was the curriculum appropriate for students?
2. Was there a big gap in English language ability?
3. Were there any negatives or benefits to this?
4. What would you recommend in the future?
5. Were the site visits and activities supportive of the curriculum?

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6. Was there something not included in the curriculum that you think should be? (themes, topics, courses, site visits)

### Staff Only (Program Director):

9. What were the biggest challenges you faced in running the program for the Summer Institute?
10. Did you feel well supported and capable in planning and implementing the program? Do you think it would be beneficial to have more or less program runners?
11. What was your favorite part of planning and running the Summer Institute?
12. Was your planned budget sufficient? Were there any unforeseen expenses you think should be budgeted for this year?