

Princeton University Decennial Accreditation Report

Special Topic: International Initiatives

Presented to the Middle States Commission on Higher Education

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I. Executive Summary

In 2012 Princeton University formed a steering committee to lead its decennial accreditation before the Middle States Commission on Higher Education. The work of the steering committee consists of two parts: this special topic report on Princeton's international initiatives over the past five years; and the Document Roadmap, a vast collection of documentation and supporting materials that independently demonstrates Princeton's institutional compliance with each of the Commission's 14 accreditation standards. More than 60 administrators, faculty members, and students contributed to the preparation of this report and the Document Roadmap over the past 18 months.

This report addresses six dimensions of Princeton's international initiatives: (1) mission and goals; (2) organizational structure; (3) international studies at Princeton; (4) study abroad and other significant international experiences; (5) strategic partnerships; and (6) administrative support. Overall, the steering committee found that Princeton's leadership and those charged with advancing its international initiatives have made admirable progress over the past five years. Among many notable developments, our programs for undergraduate study abroad and international internships have grown steadily; our students are taking extensive advantage of a curriculum that is abundant with course offerings on international topics; our networks for teaching and research have been greatly enhanced through the formation of key strategic partnerships with leading universities in São Paulo, Berlin, and Tokyo; and our administrative infrastructure has become more robust and nimble in supporting such activities. In these and many other respects, Princeton has made significant strides toward meeting the challenges articulated five years ago in *Princeton in the World*, the President's call for initiatives that will enhance Princeton's position as a global university that "integrate[s] the national and international domains into a cohesive educational enterprise," while preserving its unique character.

The steering committee also identified a number of areas that would benefit from further study and has offered several recommendations for the University's leadership to consider as it continues to shape goals and priorities in this dynamic and rapidly changing area. These recommendations and the findings that inform them are presented in detail within the pages of this report. Below is an executive summary:

Mission and Goals

- The committee recommends that the University articulate and disseminate an updated set of goals for the international aspects of undergraduate education at Princeton that will serve as a clear and widely recognized basis for assessment and strategic planning.

Organizational Structure

- The committee recommends that the University clearly and visibly designate the position or entity that holds primary responsibility for articulating the University's goals and strategy in this area and for leading the development, coordination, and implementation of international initiatives, broadly conceived.

International Studies at Princeton

- Should the University undertake a comprehensive review of its general education requirements for undergraduate students, the committee recommends that extensive consideration be given to the potential role of international content courses, including the development of synthetic, comparative, and interdisciplinary gateway courses that integrate the often disparate realms of knowledge opened to students in their first two years at Princeton.
- The committee recommends that the University explore the advisability of two initiatives in the area of regional studies: (1) deploying resources to improve faculty and curricular coverage of currently underrepresented regions (*i.e.*, South Asia, Southeast Asia, and Africa); and (2) creating an administrative unit—whether a Center, Institute, or Program—in European Studies that would integrate existing programs on that region and provide a forum and support for interdisciplinary exchange, research, and curriculum development.

Study Abroad and Other Significant International Experiences

- To extend the range of Princeton's semester study abroad options, the committee recommends that the University consider piloting a new semester study abroad program that would feature an interconnected cluster of three or four "general education" courses taught by Princeton faculty members from different departments (as well as a language instruction course). This "general education" model would be tailored to serve students during the fall semester of the sophomore year.
- The committee recommends that the University consider expanding the international internship program given its success and growing student demand.
- To support these and other initiatives, the University should consider two additional possibilities: first, establishing international centers that would serve as symbolic hubs *and* administrative support structures for study abroad and other international teaching and research activities; and second, forming a special faculty advisory committee to oversee the implementation of the general

education model and, more generally, the assessment of our international programs for undergraduate students.

- The committee recommends, as a general matter, that the University consider how best to ensure more robust and sustained faculty engagement with the development of our international programs for undergraduate students.
- The committee recommends that the University, in connection with the proposed and current expansion of our semester study abroad offerings, explore opportunities to increase the number of visiting international undergraduates.

Strategic Partnerships

- The committee recommends that the University develop a set of criteria for evaluating the success of the strategic partnerships as seedbeds for undergraduate educational initiatives.

Administrative Support

- The committee recommends that the University undertake steps to streamline the processes for international transactions; provide clear guidelines so that departments and programs can more easily navigate regulations and requirements; and designate a staff member (or a new hire) to provide specialized support for the financial, accounting, and tax aspects of new international initiatives.
- The committee recommends that the University designate a current staff member (or a new hire) to serve as Coordinator for Travel Safety and Security; and review the protocols and standard operating procedures that govern University responses to crises abroad in order to determine whether sufficient safeguards are in place.
- The committee recommends that the Office of International Programs (in consultation with the appropriate faculty committee) develop new assessment tools and practices (or enhance existing ones) that will provide a more useful and reliable basis for evaluating the quality and impact of Princeton's international programs for undergraduate students.

II. Process

In January 2012, President Shirley Tilghman appointed Michael Jennings, Class of 1900 Professor of Modern Languages in the Department of German, and Clayton Marsh, Deputy Dean of the College, to serve as co-chairs of the steering committee for Princeton's decennial accreditation before the Middle States Commission on Higher Education.

In consultation with the co-chairs, the President selected Princeton's international initiatives as the special topic of the self-study and appointed a steering committee consisting of ten administrators and faculty members, a committee that would bring appropriate experience and expertise to this process. Each member of the steering committee was in turn charged with leading the deliberations of a working group on a specific aspect of Princeton's international initiatives (the subject of this report), on specific accreditation standards (standards 7 and 14), or on the composition and assembly of the Document Roadmap. In addition, the steering committee co-chairs conducted dozens of interviews with administrators, faculty members, and students regarding specific aspects of the committee's work. Overall, more than 60 administrators, faculty members, and students contributed to the accreditation process. [The members of the steering committee and its working groups are listed in [Appendix A](#).]

The working groups that focused on Princeton's international initiatives considered six areas: (1) mission and goals; (2) organizational structure; (3) international studies at Princeton; (4) study abroad and other significant international experiences; (5) strategic partnerships; and (6) administrative support. The working groups that focused on accreditation standards 7 and 14 examined, respectively, the processes by which the University sets strategic goals and assesses its effectiveness in meeting them, and the role of the senior thesis as the capstone assessment of student learning. These last two working groups produced special reports that are included as part of the Document Roadmap. The steering committee also formed a standing focus group of undergraduate and graduate students to serve as a resource for additional feedback and perspective on specific questions and recommendations.

In preparing this special topic report, the steering committee and its working groups collected information, data, and perspectives from a variety of sources: survey results from students, faculty, and alumni; extensive interviews with faculty members, administrators, and students; research on structures, programs, and best practices at North American universities; and a two-day visit to a peer institution.

President Tilghman's retirement from office on June 30, 2013, has not affected the continuity of this process. Her successor, Christopher L. Eisgruber, had been serving as Princeton's Provost for the past nine years and, in that capacity, was closely involved in the initial preparations for the self-study, and has since followed the work of the steering committee.

III. Mission and Goals

A. Overview

Princeton University strives to be both one of the leading research universities and the most outstanding undergraduate college in the world. As a research university, it seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding, and in the education of graduate students. At the same time, Princeton aims to be distinctive among research universities in its commitment to undergraduate teaching. It seeks to provide its students with academic, extracurricular, and other resources—in a residential community committed to diversity in its student body, faculty, and staff—that will permit them to attain the highest level of achievement in undergraduate education and prepare them for positions of leadership and lives of service in many fields of endeavor. Through the scholarship, research, and teaching of its faculty, and the many contributions to society of its alumni, Princeton seeks to fulfill its informal motto: “Princeton in the Nation’s Service and in the Service of All Nations.” [A factual overview of the University is attached at [Appendix B.](#)]

In October 2007, President Tilghman and Provost Eisgruber issued an open letter entitled *Princeton in the World* that articulated the particular importance of internationalization to Princeton’s greater mission:

Students will have to be knowledgeable about, and comfortable interacting with, cultures different from their own. Researchers will have to become more attentive to international issues and more sensitive to the international dimensions of domestic problems. Faculty will have to recognize that their potential collaborators and rivals will come from not only familiar institutions in the United States and Europe, but also a host of new, and newly vigorous, universities throughout the world.

The letter challenged the University community to seek innovative ways to make Princeton a global university that “integrate[s] the national and international domains into a cohesive educational enterprise,” while preserving its unique character. In particular, it called for renewed attention to certain aspects of internationalization: study and internships abroad for undergraduates; curricular initiatives that give heightened emphasis to international and comparative perspectives; new research opportunities abroad and the creation of global scholarly networks for faculty members and graduate students; and support for collaboration with scholars and universities around the world.

B. Findings

Following the release of *Princeton in the World*, the University's leadership and those charged to advance important international initiatives have continued to articulate and expand upon the importance of internationalization to Princeton's mission. Today it is widely understood that our international initiatives attract talented and diverse faculty and students to our campus; expand our access to scholarly resources and research opportunities; enrich and inform the intellectual orientation of our students in ways that foster their growth and independence; and extend the impact and visibility of our teaching, research, and service.

Yet it is important to delineate and differentiate among the many goals and aspirations that are too often subsumed under the broad rubric of "internationalization." The committee found that the University would benefit from a more visible and sustained dialogue regarding the goals and guiding principles of internationalization specifically as they relate to undergraduate education. The committee identified, for example, a number of mission-driven questions that should closely and explicitly inform the University's ongoing development, promotion, and assessment of its international offerings and programs for undergraduate students:

- To what degree should a Princeton education instill in its students knowledge of international matters, empathy with and appreciation of other cultures, foreign language proficiency, and the practical ability to function in other cultures?
- To what degree should study, work, and research abroad provide students with critical, comparative perspectives on their "home" culture and on the structure, methods, and assumptions of a Princeton education?
- What types of programs and curricular offerings are most likely to prepare students to be global citizens?
- Given Princeton's commitment to independent research in the junior and senior years, how can the new possibilities for collaborative, globalized research—and the presence on Princeton's campus of increasing numbers of international scholars—be exploited to enhance the undergraduate experience?

Other committees and task forces have previously addressed these and related questions in their respective reports (e.g., *Princeton in the World*, *Educating for a Global Society*, and *Global Learning and the Princeton Education*). They are questions, however, that merit renewed articulation and fresh examination as Princeton continues to invest substantial resources in its programs and offerings that have grown

significantly over the past five years and now reach more than half of its students. Periodically reviewing and disseminating a set of goals for the international aspects of undergraduate education will ensure that we have a clear and visible baseline for establishing priorities and assessing institutional progress in this area.

C. Recommendations

The committee recommends that the University articulate and disseminate an updated set of goals for the international aspects of undergraduate education at Princeton that will serve as a clear and widely recognized basis for assessment and strategic planning.

IV. Organizational Structure

A. Overview

Over the past decade, the University has established a number of offices and governing bodies designed to expand, enhance, and oversee the international facets of its teaching and research. The Princeton Institute for International and Regional Studies (PIIRS) was established in 2003, and the Office of International Programs (OIP) as well as the Council for International Teaching and Research (CITR) were founded in 2008. That same year, the University also created a new position, Vice Provost for International Initiatives, to promote all forms of international activities at Princeton. The University is also planning to house all offices and units responsible for Princeton's international efforts at 20 Washington Road in the heart of campus. We provide here an overview of these offices and governing bodies, a brief history of the processes that led to their creation, and a description of their respective roles, operations, and structures. [A schematic is provided at [Appendix C.](#)]

Princeton Institute for International and Regional Studies (PIIRS)

In December 2002, President Tilghman convened a faculty Task Force on International Studies, chaired by Professor Sheldon Garon (History), to survey the strengths and weaknesses of international and regional studies at Princeton, compare its own institutional arrangements with those at peer universities, and outline the options for enhancing international studies at Princeton. Following a year of research and deliberation, the task force recommended the establishment of an independent, umbrella institution that would have three key roles:

- To serve as a “venture capitalist” for ideas, investing in innovative interdisciplinary and cross-regional research that draws together faculty members, students, and visitors.
- To develop curriculum and other learning opportunities by providing resources to encourage departments and schools to teach about vital issues and areas of the world.
- To draw on expertise within the University and from around the world to disseminate new knowledge to a diversity of publics in a variety of forums.

Following from the task force’s recommendations, the Princeton Institute for International and Regional Studies (PIIRS) was founded in 2003 to support collaborative, interdisciplinary, and/or cross-regional scholarship and teaching on issues of global importance.

Under the leadership of its current director, Professor Mark Beissinger (Politics), and an Executive Committee composed of 13 faculty members, PIIRS supports an extensive array of international research

and teaching initiatives. [The members of the Executive Committee are listed in [Appendix D.](#)] In conjunction with the Office of International Programs, it sponsors the University's highly popular [Global Seminars](#): six-week summer seminars that provide undergraduates with the opportunity to study abroad with Princeton faculty members, while learning the basics of local languages, engaging in community service, and studying the history and culture of the societies in which they live. In addition, the Institute's Undergraduate Fellows Program offers financial support and supplementary advising to seniors who are doing their independent work on international topics. PIIRS is also the home of the [Fung Global Fellows](#) program, a new initiative that brings international scholars to campus for a year of teaching, research, and intellectual exchange. Indeed, alone among the units responsible for international initiatives, PIIRS sponsors a variety of on-campus events that supplement those offered by departments, programs, and schools. In 2012–13, PIIRS and its programs directly organized 182 events (lectures, conferences, workshops, and presentations); many more were co-sponsored and/or supported financially. [See the PIIRS [website](#) for further information regarding the Institute's activities and a list of [recent Global Seminars.](#)]

In keeping with its role as crossroads for collaborative regional studies, PIIRS houses the Programs in African Studies; Contemporary European Politics and Society; Russian, East European, and Eurasian Studies; South Asian Studies; and Translation and Intercultural Communication. The Programs in East Asian Studies, Hellenic Studies, Latin American Studies, and Near Eastern Studies are also affiliated members of the Institute. In addition, PIIRS serves as the academic home for instruction in a number of critical languages that are not affiliated with any one department, such as Hindi and Swahili.

The Director of PIIRS reports to the Provost, maintains close collaborative relationships with the Office of International Programs, and sits on the Council on International Teaching and Research.

Office of International Programs (OIP)

In 2006, the Dean of the College presented to the Academic Planning Group¹ a report entitled *Educating for a Global Society*. At the time, there was no umbrella office dedicated to international programming for

¹ The Academic Planning Group (APG) reviews all major questions of academic policy. It is comprised of the Provost (chair), the President, and the Deans of the Faculty, Graduate School, College, and School of Engineering and Applied Science, as well as the Dean for Research and Vice Provost for Academic Planning.

undergraduates.² The report concluded that increases in funding, infrastructure, and visibility would be necessary if Princeton were to remain competitive with its peer institutions in this rapidly growing area of critical importance to the University's mission. Acting on the report's recommendations, the University opened the Office of International Programs (OIP) in Fall 2008 to manage and oversee all study abroad and internship programs for undergraduate students.

Under the leadership of Senior Associate Dean Nancy Kanach, OIP has grown from an initial staff of seven with responsibility for two programs to a current staff of thirteen with responsibility for four major programs: study abroad, international internships, the [Bridge Year Program](#) (launched in Fall 2009 and housed within OIP since 2011), and [fellowship advising](#) (housed within OIP since 2010). [The OIP organizational chart is provided at [Appendix E](#).] Of the six positions that have been added to OIP since 2008, one supports study abroad, two support fellowships advising, and three support the Bridge Year Program.

This investment in staff has enabled the University to increase undergraduate study and work abroad. In the Class of 2008, only 39 percent (438 students) graduated with at least one international experience of four weeks or more; with the Class of 2013, that percentage had risen to 55 percent (696 students). According to the exit survey of seniors in the Classes of 2008 through 2013, the number of students engaged in internships abroad increased by 78 percent (from 160 to 284 students). Participation in summer and term-time study abroad (for course credit) increased by 92 percent (from 277 to 533 students). [See [Appendix E](#), International Experiences Senior Survey Report for Class of 2013.]

As Director of OIP, Dean Kanach reports to the Dean of the College. She sits as an *ex officio* member of the Council on International Teaching and Research and is a member of the Travel Oversight Group.

Council on International Teaching and Research (CITR)

In 2006, President Tilghman convened a presidential Advisory Committee on Internationalization, chaired by Professor Jeremy Adelman (History) and Dean Anne-Marie Slaughter (Woodrow Wilson School). While the establishment of PIIRS (and the prospective creation of OIP) had provided much-needed organizational and financial resources, the President felt that the University's more general approach to internationalization could profit from extended consideration. "Today and in the years ahead," President Tilghman wrote in her charge to the committee, "Princeton University will confront a

² Until 2000, one assistant dean and one assistant in the Office of the Dean of the College, in addition to other significant responsibilities, managed all aspects of the study abroad program (*e.g.*, advising on overseas options, processing applications, providing pre-departure orientation and ongoing support while students were overseas, reviewing transcripts and transferring credit, and overseeing the quality and scope of offerings with faculty).

wide array of challenges and opportunities related to globalization and internationalization . . . [and] must position itself to seize these opportunities and respond to the challenges that accompany them.”

The work of the Adelman-Slaughter committee was driven by the sense that Princeton, if it is to maintain and raise its standards of excellence, needs to build stronger collaborations with international scholars and institutions. “American universities,” the committee report stated, “can no longer take for granted their status as the obvious and self-sufficient centers of higher education—no matter how preeminent they may seem today. Foreign scholars trained at top universities in the United States are finding the resources and the critical mass to build centers of excellence in their home countries, and are training future generations of scholars there.” In this spirit, the Adelman-Slaughter committee offered a broad series of recommendations:

- A major infusion of resources that would create a fund to catalyze and sustain international collaborations aimed at sending students and faculty to foreign universities, and to support the presence of top foreign students and scholars at Princeton.
- Support for inviting leading scholars from other countries to come to Princeton as multi-year visiting professors who will be here long enough and will be engaged enough with our faculty and students to become full-fledged members of our community.
- A significant boost to the teaching of world languages as a fundamental dimension of educating culturally competent students.
- The creation of a physical and symbolic hub for international and regional studies in the heart of campus that will serve as a bold statement about the values of cosmopolitanism and cultural competence, and about the centrality of the global production of knowledge to Princeton's intellectual life.
- A set of administrative reforms to institutionalize and sustain Princeton's international identity in ways that are genuinely central to the University's mission.

In 2008, the University established the Council for International Teaching and Research (CITR) to oversee the implementation of these recommendations and, more generally, to enhance educational opportunities for students on campus and to extend Princeton's strengths through partnerships and other collaborations with institutions in other countries. Under the leadership of its director, Professor Adelman, and a Council comprised of fourteen faculty members and administrators, CITR initiates,

sponsors, and oversees a broad range of international collaborations. The Vice Provost for International Initiatives, as secretary to the Council, assists the faculty director in developing its agenda and advancing its initiatives. [The Council members are listed in [Appendix G.](#)]

Perhaps the Council's signal achievement over the past five years has been the formation of strategic partnerships with three universities (in Berlin, São Paulo, and Tokyo) as discussed below in [Part VII](#) of this report. CITR also serves as a central point of review for the variety of individual and departmental collaborations with colleagues and institutions abroad that take root organically across Princeton's academic landscape. In this capacity, the Council advises on and endorses new program development. Finally, CITR reviews and funds proposals for the [Global Collaborative Networks](#) and the [Global Scholars Program](#), both of which promote collaboration among international scholars.

The Council reports to the Provost and works closely not only with PIIRS and OIP, but also with department chairs, academic deans, and a number of administrative offices. With representatives from the Offices of the Provost, the Dean of the College, the Dean of the Graduate School, the Dean of the Faculty, the Vice President for Information Technology, and the Vice President for Development, the Council is well positioned to coordinate Princeton's research collaborations and institutional partnerships. The Council also serves as the faculty advisory board for the Office of International Programs.

Vice Provost for International Initiatives

A further result of the Adelman-Slaughter report was the creation of a new administrative position, Vice Provost for International Initiatives. The Vice Provost, Diana Davies, works with faculty members and senior administrators to support and promote all forms of international activities at Princeton and seeks to coordinate and improve the administrative processes underlying them. She also serves as secretary to CITR and in that role manages international partnerships and identifies and evaluates opportunities for growth. Among other initiatives, the Vice Provost led the creation of [International Princeton](#), the University's central portal for information and guidance regarding internationally focused resources and opportunities. The Vice Provost also serves on the international Travel Oversight Group and oversees the [Davis International Center](#), which offers specialized support for international students and scholars, including resources to help them with immigration regulatory advising and processing, cultural adjustment, social enrichment, and practical matters related to living in the United States.

The Vice Provost reports to the Provost.

Twenty Washington Road

Finally, the “physical and symbolic hub” envisioned in the Adelman-Slaughter report is currently under development. The large academic building at [20 Washington Road](#) in the heart of the Princeton campus will provide space for the three major international administrative centers (OIP, CITR, and PIIRS) as well as the Davis International Center and affiliated international organizations. When 20 Washington Road reopens in 2016, following extensive renovations, its occupants will be able to reap the benefits of frequent face-to-face encounters and the organizational synergies that arise when colleagues work under one roof. The campus community will be able to do “one-stop shopping” for international activities, underscoring the University’s commitment to bringing the world to Princeton and Princeton to the world.

B. Findings

The accreditation steering committee found that PIIRS, OIP, and CITR work very well together in their efforts to identify and advance a wide and complex range of international initiatives. The structural relations and communications among CITR, OIP, and PIIRS, as well as the strong working relationships among their directors, ensure that their roles and efforts are well coordinated and mutually reinforcing. The creation of a Vice Provost for International Initiatives has also been extremely important in this regard, especially given that CITR and PIIRS report to the Provost and OIP reports to the Dean of the College, who in turn reports to the Provost. The physical consolidation of these units at 20 Washington Road will only increase the potential for collaboration and synergy.

The committee also found that PIIRS, OIP, and CITR have the capacity and flexibility needed to, in the words of President Tilghman, “confront a wide array of challenges and opportunities.” While OIP has launched and expanded programs for undergraduate study and internships abroad over the past five years, CITR has focused on identifying and developing institutional partnerships and collaborations in strategic locations throughout the world. At the same time, PIIRS has addressed critical needs in other areas such as its [research community initiative](#), which promotes sustained interdisciplinary and cross-regional collaboration among faculty and students in international and regional studies through three-year grants to support research, teaching, and dialogue on common themes of broad interest.

It is not clear, however, which of these three entities holds primary responsibility for the articulation of Princeton’s international mission or for the overall coordination and organization of University initiatives in support of that mission. For example, the role of the Council, at least as it is described on the International Princeton website, does not clearly extend to matters of mission definition or strategic planning:

The Council for International Teaching and Research serves to enhance Princeton's mission of providing outstanding educational opportunities on campus while extending its strengths abroad through learning partnerships with peer institutions in other countries. Created in 2008 in response to the President's Advisory Committee on Internationalization, **the council is charged with managing resources and investing them in exciting, effective and meaningful international partnerships.**

The council facilitates the efforts of departments, schools, centers and programs to participate in exchanges of students and scholars with institutions around the world. Through networks and connections the council promotes and oversees, Princeton's international engagements can evolve and adapt to the ever-shifting priorities and advances in teaching and research. [Emphasis added.]

Following from this definition of its role, the Council has been primarily—and understandably—concerned with the establishment of new strategic partnerships and the administration of incentive grants for Global Collaborative Networks and Global Scholars. Other aspects of its potential role, including a vision for how these partnerships might be exploited for new on-campus teaching and learning opportunities, have yet to be fully defined and implemented.

In consultation with the Trustees, the President and other senior members of the administration are of course ultimately responsible for setting those “ever-shifting priorities” and establishing the broader vision and direction of our international initiatives. However, many of the faculty members, administrators, and students who were consulted in the course of this study had difficulty identifying the locus of leadership for our international initiatives and consistently expressed some confusion regarding the respective roles and responsibilities of CITR, PIIRS, OIP, and the Vice Provost. While the physical consolidation of these administrative units at 20 Washington Road may bring greater visibility and clarity to their programs and initiatives, further coordination, communication, and outreach will be needed to help the University community understand their respective roles and take full advantage of the resources under their direction.

C. Recommendations

The committee recommends that the University clearly and visibly designate the position or entity that holds primary responsibility for articulating the University's goals and strategy in this area and for leading the development, coordination, and implementation of international initiatives, broadly conceived. (This position or entity should, of course, have the resources needed to carry out such a charge.) If CITR is to play this role, the University should provide it with an expanded charge and mission statement that establishes its review authority over new international initiatives and broadens its purview to include a more intensive engagement with undergraduate education.

V. International Studies at Princeton

A. Overview

Princeton's academic departments and programs offer a rich variety of courses on international topics as well as outstanding language instruction. The University does not classify such courses under an "international" designation; nor does it require that students fulfill any "international" distribution requirement beyond the foreign language requirement for A.B. students. The working group on international studies at Princeton catalogued, for the first time, this broad range of international course offerings; and they used this information in order to learn the extent to which undergraduate students are actually engaging international topics and issues within the context of the curriculum. The goal, in short, was to learn what kind of exposure to international issues students are experiencing as part of their course of study at Princeton. We provide here an overview of the process behind this part of our self-study.

Chaired by Professor Mark Beissinger, the working group deliberated on a reasonable definition of an "international content course" (or "IC course") and concluded that such courses should be defined as follows:

- (1) at least 50 percent of the content of the course focused on modern societies other than the United States; and
- (2) the course, as evidenced in its course description or syllabus, promoted or provided one or more of the following:
 - knowledge of particular societies or cultures
 - comparisons across societies or cultures
 - knowledge of the human (*i.e.*, social, economic, political, or cultural) dimensions of global issues
 - knowledge of relations between societies or cultures
 - knowledge of a foreign language actively spoken by a language community today
 - a structured opportunity for students to connect firsthand with other societies or cultures

The working group also decided that it was necessary to define "modern" as "not medieval or ancient" in order to keep the scope of the study manageable. It is worth noting, however, that courses on the ancient or medieval world were included in the study if they examined how their subject matter influenced the modern world.

The Dean of the College then provided each academic department and program with a list of all courses it had offered over the past five years and requested that it identify those that fell within the definition of an IC course. [Dean Smith's request is attached as [Appendix H](#).] The questionnaire also solicited information regarding the international aspects of undergraduate independent work. All but a handful of science and engineering departments identified IC courses and responded to the survey questions regarding independent work. The Office of the Registrar used the results to produce a statistical analysis of enrollments in IC courses from 2008-13. [See [Appendix I](#) for the International Content Course Survey data set.]

B. Findings

1. Curriculum and Course Offerings

The survey revealed that Princeton supplies a rich variety of opportunities for its students to study foreign cultures and languages on campus. Of the 1,527 courses offered at Princeton University in Academic Year 2013, 30 percent (464) were IC courses. Of these 464 IC courses, 38 percent (176) were language classes, while the remaining 62 percent (288) were distributed across 32 schools, departments, and other academic units. Taken as a whole, they represent a remarkable array of topics and offerings, ranging from "Mass Culture Theory of the Frankfurt School" (GER 306) to "The Making of the Modern Middle East" (NES 337). Moreover, the number of IC courses offered at Princeton has remained relatively steady over the last five years, ranging from a low of 409 in Academic Year 2010 to its current high of 464 in Academic Year 2013 (averaging 435 per year). [See Figures 1 and 2 in [Appendix J](#).]

There are, however, notable differences by division. The proportion of IC courses offered in the humanities has grown over time, increasing from 64 to 67 percent of all IC courses offered at the University over the last five years. By contrast, the proportion of IC courses in the social sciences has trended downward from 20 percent to 17 percent. The number of interdisciplinary IC courses has increased only marginally from 14 to 15 percent, while in engineering and the natural sciences it has remained very small, as might be expected.

Princeton's online course initiative has also revealed a number of opportunities to enhance the teaching of IC courses on campus.³ For example, Professor Jeremy Adelman has used a video-conferencing

³ Since April 2011, the Office of the Dean of the College has been coordinating an online course initiative designed to help the University understand the potential of online technology to enhance the quality of teaching on campus while (and by) making educational material more accessible to global audiences. As part of this initiative, several Princeton faculty members have developed and delivered free, non-credit offerings in more than eight disciplines on the Coursera platform. In addition, the University formed an ad hoc faculty committee, chaired by Professor

technology known as Google+ Hangout to conduct live “global precepts” in which Princeton students taking his world history survey (HIS 210: A History of the World since 1300) engaged with students from around the world who were simultaneously taking his online version of the course. Professor Adelman has since redesigned HIS 210 so that his Princeton students are now required to engage even more deeply with the discussion forums on the course website because he feels that they have significant potential to enrich and expand his students’ global perspectives.

Opportunities for foreign language study at Princeton are also extensive. The University offers instruction in 24 foreign languages, including Arabic, Bosnian-Croatian-Serbian, Chinese, Czech, French, German, modern and classical Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Sanskrit, Spanish, Swahili, Turkish, Twi, and Urdu.⁴ This is more than the number of foreign languages currently offered at MIT (6), Dartmouth (12), Brown (20), and Stanford (22). But it is considerably fewer than Chicago (33), Columbia (48), Cornell (50), Yale (51), Penn (56), or Harvard (70). In part, this discrepancy can be attributed to Princeton’s relatively small size and lack of professional schools. Nonetheless, Princeton is committed to diversifying its foreign language offerings, and to that end has recently hired instructors in languages not previously offered such as Urdu and Twi. It is also exploring models for distance instruction in less commonly taught languages.

Finally, Princeton will create a Foreign Language Center in 2015. The center will provide advocacy, coordination, and support for research and instruction over the full range of Princeton’s language offerings.

2. Regional Studies

The study revealed notable differences by world region: non-language IC courses on Europe, Latin America, and East Asia are much more abundant than courses on South Asia, Africa, the Near East, and

Gideon Rosen (Professor of Philosophy and Director of the Council on Humanities), to address a number of policy issues arising in the context of this initiative.

⁴ These represent the languages for which formal courses are offered and advertised; Princeton also offers instruction in other languages on an independent-study basis, to be arranged by the student with the instructor. In addition, Princeton offers its own summer language programs abroad for Princeton students in Argentina, Brazil, Chile, China, France, Germany, Italy, Japan, Russia, Spain, and Tanzania. These programs are meant to accelerate student progress in language acquisition and allow undergraduates to gain the kind of advanced competency that will open wide research areas in preparation for their independent work.

Russia and Eurasia.⁵ [See Figure 3 in [Appendix J.](#)] Moreover, one of the regions with a high concentration of courses—Europe—does not have an umbrella regional studies program of the sort that provides a forum for interdisciplinary instruction and faculty exchange.⁶

These discrepancies are of course largely attributable to concentrations of faculty members in certain areas. To some extent, however, they reflect the division at the University between regional studies programs with independent endowments and those without. The South Asian Studies Program, for example, was founded only in 2008 and therefore remains the least developed of Princeton regional studies programs in terms of faculty resources and courses offered.

The University is well aware of these gaps and is working to address them. In particular, the fluctuation in IC course offerings in the social sciences has been a cause for concern. This mirrors general trends around the country, as a number of social science disciplines (Economics and Political Science, in particular) have in recent years distanced themselves from area studies. To take only one example, recent retirements and replacement decisions in the social science departments have reduced the number of faculty members conducting teaching and research on China from three to one.⁷ The University is testing a new model for addressing these gaps by awarding senior faculty positions in the social sciences on a competitive basis that gives priority to regional expertise: competing departments will be invited to nominate promising candidates with particular expertise in areas of critical need, and the PIIRS Executive Committee will then choose among the nominees.

⁵ The regional concentration of courses at Princeton was identified by a tabulation of the official requirements for regional studies certificates, which list the courses offered at Princeton in their areas of concentration. We have not included here Princeton's Hellenic Studies Program—one of the best-endowed regional studies programs at Princeton—since the vast majority of the courses that count toward the certificate focus on the ancient and medieval worlds and, by our definition, would not be included in a count of IC courses.

⁶ Two undergraduate certificate programs currently exist: the Program in European Cultural Studies, housed in the Humanities Council, and the Program in European Society and Politics, housed in PIIRS. These programs concentrate solely on the development of curriculum and have no research or organizing function.

⁷ There are a number of Social Science faculty members located in the East Asian Studies Department, and thereby providing some of the needed Social Science curriculum on the region.

3. Enrollment Patterns

Although Princeton does not require IC courses in order to graduate, most students take a significant number in the natural course of their studies at Princeton. The majority of students in the Classes of 2012 and 2013 (56-57 percent) took six or more IC courses, including foreign language courses. Even when 100-level language courses are excluded from the count, nearly 40 percent of these students still completed six or more IC courses. [See Figures 4 and 4a in [Appendix J](#).] On the other end of the spectrum, only 2-3 percent of Princeton students graduate having had no exposure to IC courses; indeed, only 24 students in the Class of 2013 did not participate in a program abroad or take an IC course on campus. The high degree to which our students take IC courses is attributable to the balance of Princeton's liberal arts curriculum with its [general education requirements](#); the wide variety and overall quality of the IC course offerings, including foreign language study; and the increasing opportunities for study abroad and other international experiences (see [Part VII](#) below).

There is, however, a sharp difference in the number of IC courses taken by A.B. students and B.S.E. students.⁸ For example, in the Class of 2013, two-thirds of A.B. students graduated having taken six or more international content courses; the corresponding proportion for B.S.E. students was only 16 percent. [See Figure 5 in [Appendix J](#).] This difference reflects in significant part the different requirements for the A.B. and B.S.E. degree programs. A.B. students must complete foreign language courses through the level of 107 or 108 (three semesters in the Romance languages, and four semesters in all others), whereas there is no foreign language requirement for B.S.E. students (although a foreign language course at the 107/108 level or higher may be counted toward their humanities/social sciences distribution requirement).⁹ Many B.S.E. students nevertheless take a substantial number of IC courses, presumably in the course of meeting Princeton's general education requirements. Indeed, only six percent of B.S.E. students are not exposed to international content in the course of their studies, and most take

⁸ Most of Princeton's undergraduate students receive A.B. degrees. In the Class of 2013, 82 percent of the students (1,063) received an A.B. degree, while 18 percent (233) received a B.S.E. degree.

⁹ Candidates for the A.B. degree may, however, satisfy the foreign language requirement by demonstrating proficiency through the results of AP tests or SAT Subject Tests, or by taking placement tests administered by Princeton's academic departments. For example, one third of the Class of 2013 met the foreign language requirement through some form of test; 72 percent of these students nevertheless elected to take additional language courses. [See Figure 6 in [Appendix J](#).] The new Foreign Language Center will address, among other questions, whether the University provides sufficient incentives for students to pursue their language studies beyond the minimum requirements.

between one and three IC courses. [See Figure 5 in [Appendix J](#).] The new pilot program under development for implementation in China described in [Part VII](#) of this report should also increase opportunities for B.S.E. students.

4. Independent Work

According to our departmental survey, the number of Princeton students who research and write senior theses on international topics is also significant. While virtually all senior theses in the foreign language and literature departments and in comparative literature are international in focus, so are many of the senior theses in other humanities departments: English (25 percent); Music (26 percent); and Religion (17 percent). Similarly, a significant portion of the senior theses in the social sciences focus on internationally-related topics: Anthropology (40 percent); Economics (27 percent); Politics (70 percent); Sociology (17 percent); and the Woodrow Wilson School (33 percent). Moreover, in the Global Health Program, which consists largely of Princeton students entering the medical field, 47 percent of senior theses are international. Similarly, among the students writing their theses in the Environmental Studies field, 41 percent are on international topics. Of course, as one might expect, senior theses in the natural sciences and engineering do not address what might be characterized as “international” questions or topics, although theses in the STEM disciplines are often based upon research conducted in the context of international collaborations.¹⁰

5. Conclusion

The committee found that Princeton offers extensive and varied opportunities for international instruction on campus, and that the vast majority of students are taking advantage of these opportunities. Yet if this study confirms that IC courses *already* play a central role in the education of our undergraduates, that role is reflected in neither our general education goals nor our requirements. A renewed focus on internationalization—as a mode of comparative, interdisciplinary investigation—might offer significant opportunities for rethinking the scope and structure of general education at Princeton and addressing the concerns of those who feel that our current requirements are too atomistic and disarticulated. Gateway courses that bring together the perspectives of several national cultures and

¹⁰ Many undergraduate students seek to conduct a portion of their independent work outside the Princeton campus. [Funding support](#) may be available through their home department, the Office of the Dean of the College, or other offices and programs on campus, and as of Academic Year 2013, students apply for these funds through the central [Student Activities Funding Engine \(SAFE\)](#).

several disciplinary modes of investigation might, for example, serve as new models for a more synthetic approach that lends greater coherence to the early years of a liberal arts education.

For any such reevaluation of the role of IC courses to be effective, however, attention must be paid to our coverage of the world's regions. Several of Princeton's regional studies departments and programs are already among the University's most effective and influential interdisciplinary units. There remain, however, significant gaps in the coverage of major regions: Africa, South Asia, and Southeast Asia are most notably underrepresented, both in terms of language instruction and IC courses. Moreover, while Europe is well represented in terms of language instruction, IC courses, and interdisciplinary undergraduate programs such as the Program in European Cultural Studies and the Program in European Politics and Society, it lacks an institutional center to encourage interdisciplinary research and teaching, to enhance opportunities for graduate study and exchange, and to coordinate existing efforts.

Finally, the declining number of IC course offerings within the social sciences is troubling, but the University has created a new and promising model for hiring in the social sciences that should mitigate this trend. Through competitive searches conducted by PIIRS across the social science departments in critical areas of need, the University hopes to stimulate social science departments to fill in missing regional curriculum. Under this model, departments take the lead in identifying and recommending candidates to PIIRS, which then chooses among the nominees. The first experiment with this model—a competitive search aimed at adding new social science curriculum on China—is currently underway.

C. Recommendations

1. General Education

Should the University undertake a more comprehensive review of its general education requirements, we recommend that the question of IC courses play a central role. While we do not necessarily recommend the inclusion of an “international” requirement (the data presented here suggest that most segments of the undergraduate population are already meeting the goal of familiarity with international issues), there are certainly ways to weave a consciousness of international perspectives and solutions into our broader goals. And any such review might well address those segments of the undergraduate population that are currently underrepresented in the enrollment patterns analyzed here. One example might be a review of the current requirements for B.S.E. students, who are currently required to complete seven courses in the Humanities and Social Sciences: should the University require that some number of those seven courses address international issues?

2. Gateway Courses

In any such review of the general education requirements, we recommend that the relevant committee explore the possibilities offered by synthetic, comparative, and interdisciplinary gateway courses that serve to integrate the often disparate realms of knowledge opened to students in their first two years at Princeton. The Princeton Institute for International and Regional Studies is planning to develop a certificate program in International Studies; that initiative would provide an ideal opportunity to explore the potential of an international gateway course leading to further study toward the certificate. It is also worth noting that the proposed “General Education Model” for semester study abroad (see [Section VI.C.1](#) below) similarly represents an attempt to integrate courses that fulfill the general education requirements. Again, the international focus—here on a specific country or region—might serve as a model for further initiatives.

3. Regional Studies

The committee recommends that the University explore the advisability of two initiatives: (1) deploying resources to improve faculty and curricular coverage of currently underrepresented regions (*i.e.*, South Asia, Southeast Asia, and Africa); and (2) creating an administrative unit—whether a Center, Institute, or Program—in European Studies that would integrate existing programs on that region and provide a forum and support for interdisciplinary exchange, research, and curriculum development.

VI. Study Abroad and Other Significant International Experiences

A. Overview

According to the 2006 report *Educating for a Global Society*, approximately 35 percent of all students in that year's graduating class had a "significant international experience" (defined as study, internships, volunteer activities, or research abroad for four weeks or more) during the course of their Princeton education. The report expressed the hope that fully 100 percent of Princeton's undergraduate students would soon have at least one such experience, whether that might take the form of a summer or term-time study abroad program, a summer international internship, research, or participation in an organized service program.

In the intervening years, a number of Princeton departments have created summer language and culture programs abroad,¹¹ while the creation of the Office of International Programs, with its oversight of study abroad, international internships, the Bridge Year, and international fellowships, has brought much-needed coordination and guidance to the University's international efforts. To generate additional funds for programmatic growth, Princeton also made international education a priority in its Aspire development campaign from 2007 to 2012.

With these infusions of financial and administrative support, Princeton has seen a significant increase in the percentage of undergraduate students who participate in international programs.¹² Between 2008 and 2013, the percentage of graduating seniors who engaged in a significant international experience rose from 39 percent to 55 percent. Over the same period, the percentage of students who had multiple international experiences—approximately 45 percent of all students who went abroad—remained relatively stable. The diversity and quality of our international programs also appear to have been significant factors in their growth.

Participation rates of current students in study abroad and international internships over the last five years have not been uniform across these options. The number of students pursuing internships through the

¹¹ Princeton currently has summer language programs in Argentina, Brazil, China, France, Germany, Italy, Russia, Spain, and Tanzania.

¹² During the time period under examination, the undergraduate student population has increased 10 percent as the result of deliberate expansion.

International Internship Program alone increased 78 percent (from 104 to 186).¹³ The number of students participating in credit-bearing *summer* study abroad programs grew 19 percent (from 340 to 403); and the number of students engaging in *semester-long or academic year*, credit-bearing study abroad programs has increased 13 percent (from under 168 to 190). [See [Appendix K](#).]

B. Findings

Among the many options available to Princeton students (see [Appendix L](#)), the steering committee identified semester study abroad programs and summer internships as two areas of particular importance that merit close consideration. The former have perhaps the greatest potential to be truly transformative in their effect on the intellectual orientation and growth of our students, while the latter have potential to provide large numbers of students with valuable cultural and vocational experiences on a relatively cost-efficient basis. We present below our findings with respect to each of these two areas. It is important to recognize, however, that the University might also attempt to increase participation in Princeton's summer study abroad programs, which are highly successful, through an increase in funding that further reduces student fees. Increased investments in all programs should, of course, be informed by an assessment of their relative costs and benefits in view of clearly defined educational goals and priorities.

1. Semester Study Abroad

While we can be justifiably proud of our progress—especially with respect to our summer study and internship programs—we still fall behind a number of institutions in sending undergraduates abroad during the academic year for semester-long studies.¹⁴ As then Provost Eisgruber noted in a March 2012 report to the Trustees:

Now that we have increased the number of students who spend four or more weeks abroad, the University must consider whether that measure is the right benchmark to use, or whether we should instead focus (as the Council for International Teaching and Research recommended last year) on experiences that are either longer, more intense, or more closely linked to Princeton's curriculum than are some four-week experiences.

¹³ Note that with the infusion of new funds, the International Internship Program was able to fund 215 interns in the summer of 2013, a 16 percent increase in one year. The corresponding numbers for study abroad for 2013-14 and the summer 2013 are not yet available.

¹⁴ The national participation rate for semester study abroad programs is 41.9 percent compared to 29.4 percent at Princeton. [See [Appendix F\(5\)](#).]

The data suggest, moreover, that even in areas where we have seen major progress, such as Princeton's summer study abroad and international internship programs, some segments of the student population are served much better than others. In particular, students interested in learning foreign languages will find many summer program possibilities, and advanced language learners and students who are already committed to the serious study of a particular region or culture are more likely to take advantage of the semester study abroad programs already offered by Princeton or other institutions. But the fact remains that 45 percent of the undergraduate population are untouched by Princeton's current offerings.

In our research for this study (which included student survey data, conversations with student focus groups, working group deliberations, and, especially, extensive conversations with colleagues across campus), we identified several distinct impediments to study abroad during the Princeton semester. Chief among them was a prevailing sense among Princeton undergraduates that study abroad programs could seldom offer an *academic* experience comparable to that available on the Princeton campus. In this regard, semester study abroad is particularly difficult during junior year: as students enter their concentrations, many are understandably reluctant to embark upon their independent work in relative isolation at international institutions, foregoing departmental methods seminars and other forms of guidance.¹⁵ (It is worth noting that the departments currently offering their own semester study abroad programs have also developed effective procedures for the supervision of independent work for students participating in their programs.) The particular nature of social life at Princeton presents a further obstacle: the junior year, during which most students on other campuses choose to study abroad, is the time when many students become heavily involved with eating clubs.

Yet the impediments do not lie solely within the realm of student opinion. Compared to those peer institutions that have been most successful in promoting term-time study abroad, the University offers only three Princeton-run, Princeton-branded term-time programs.¹⁶ Comparison to institutions such as

¹⁵ For example, among students in the Class of 2013 who did not study abroad for the semester or year, 41.1 percent cited departmental requirements and 25.7 percent cited independent work as the most significant constraints. [See [Appendix F](#) (11).]

¹⁶ They are limited to the programs offered by the Departments of Ecology and Evolutionary Biology, English, and the Woodrow Wilson School. These types of Princeton-branded, Princeton-run term-time programs are not to be confused with the student exchange programs that have been established with institutions such as Oxford, the ETH,

Chicago, Dartmouth, and Stanford are telling: more than 50 percent of their students study abroad for at least one term during the academic year. Stanford offers eleven distinct, Stanford-branded programs around the world, all of them housed in “centers” that are in effect extensions of the Stanford campus; the University of Chicago also operates centers in two international locations (and plans to open another in the coming year), the largest of which supports as many as 15 term-time programs serving more than 250 students each year; and Dartmouth offers forty language-study and foreign-study options to an undergraduate population smaller than Princeton’s. While the quarter systems at these institutions are more conducive to term-time study abroad than Princeton’s semester system, there is certainly much we can learn from the success of their respective models.

The University recently formed an ad hoc faculty committee to oversee the development and implementation of a new pilot program for term-time study in China that promises to expand the reach and appeal of our term-time options. This Princeton-created and -managed program will offer immersive courses in Chinese language and culture that will be designed to connect seamlessly to students’ course of study on campus. Students will also have the opportunity to take non-language content courses that advance them in their major, including in the sciences and engineering, social sciences, and the humanities. An on-site faculty resident director will be hired by Princeton to teach a core course, act as an academic adviser, and manage the program. Local faculty will be engaged to teach additional courses that are approved by the relevant departments and subject to the standard review processes for all undergraduate courses at Princeton. The courses will count for Princeton credit and, in some cases, fulfill concentration requirements. To take advantage of economies of scale, the University will also admit students from other institutions into the program.

One other feature of the University’s approach to study abroad deserves mention. Princeton is a department-centric place. As a result, the University has placed a good deal of responsibility for developing “Princeton-branded” study abroad programs on individual departments and schools. Such programs may receive some modest amount of University financial support and are supported by the Office of International Programs. Yet the responsibility for initiating them lies largely with individual departments. Without a centralized funding model for the creation of new programs, the Office of International Programs does not have compelling means to bring departments together in the development of Princeton-branded programs that serve broader groups of students. Indeed, departments are naturally inclined to offer curricula and programs that will serve current or prospective concentrators.

University of Hong Kong, University of Cantabria, and the Karolinska Institute. The numbers of students participating in these programs remain relatively small as a percentage of the undergraduate population.

As a result, Princeton has not developed study abroad programs that offer the kind of general education curriculum that might draw students with interests broader than those contained in any individual major.

2. Summer Internships

The University offers a wide variety of summer international internships for undergraduates that provide students with opportunities to work in many different settings (NGOs, research facilities, private companies, and international corporations) and fields. Some of these internships are discipline specific—the summer work programs in France and Germany long ago set the standard here. The Princeton Environmental Institute also offers internships to students who are working and conducting environmental and sustainability-focused research in foreign countries. The Global Health program likewise offers discipline-specific internships in multiple locations around the world. The majority of these opportunities are developed and managed by the staff of OIP’s International Internship Program (IIP). All told, IIP and its partner programs placed 215 students in internships across 49 countries during the summer of 2013.¹⁷

Each IIP placement requires: (1) an eight-week commitment; (2) a dependable, well-run organization that understands the value of an internship as part of a student’s academic life; (3) clearly defined work responsibilities that will be meaningful for the student; and (4) substantive communication between the student and the employer before and during the internship. IIP also encourages the student interns to reach out to Princeton faculty and alumni for advice on how to connect their international experience to their academic and professional endeavors, and provides the interns with comprehensive pre-departure and re-entry programs.

In 2012, 91.5 percent of IIP interns surveyed upon completion of their program rated their experience as “extremely rewarding” or “very rewarding”, while annual senior survey data from 2012 and 2013 show that 59 percent of graduating students who had an internship abroad indicated that it made an “extremely important” or “very important” contribution to their overall Princeton education. By comparison, 49 percent of the students who had internships in the U.S found the experience to have been extremely important or very important. Host organizations also report high levels of satisfaction and a desire to continue and/or expand their partnership with IIP.

Given these results, it is not surprising that student interest in the IIP program has grown steadily. The number of applications has increased by 267 percent since 2008 (from 298 to 788 students), and this past

¹⁷ In addition to its own offerings, IIP also provides extensive administrative support for internship programs offered by other departments and academic programs.

year, applications outstripped placements by a factor of 4:1. [See [Appendix M](#): IIP Applications and Placements.] IIP financial awards are customized to cover the flight to/from Newark and the host country (for students on financial aid) and the cost of living (for all interns). (With the process of customization, the average cost per placement is approximately \$3,500 to \$3,800.) IIP's growth is currently limited due to the lack of stipend funding for the students as well as staff support.

C. Recommendations

The recommendations of the steering committee proceed from the view that offering a variety of international options is the best means of ensuring that our students, regardless of their different concentrations and many competing obligations, have sufficient opportunities to experience learning abroad. To extend the range of Princeton's semester study abroad options, the committee recommends that the University explore the feasibility of a "general education" model that would be tailored to serve sophomores (but also open to all students). The committee also recommends that the University consider expanding the international internship program given its success and growing student demand. Moreover, to support these and other initiatives in the future, the University should consider two additional possibilities: first, establishing international centers that would serve as symbolic hubs *and* administrative support structures for study abroad and other international teaching and research activities; and second, forming a special faculty advisory committee to oversee the implementation of the general education model and, more generally, the assessment of our international programs for undergraduate students. The committee recognizes that further study and resource assessment is necessary to determine whether these recommendations are financially and otherwise feasible.

1. Semester Study Abroad: General Education Model

The steering committee recommends that the University consider piloting a new semester study abroad program that would feature an interconnected cluster of "general education" courses taught by Princeton faculty members from different departments. The semester's work would consist of three (or possibly four) topics courses (as well as a language instruction course) offered in the fall term. The timing of the fall semester has been chosen to appeal to sophomores, but would of course be open to all Princeton undergraduates. Students would pay regular Princeton tuition and would receive direct Princeton credit.

Taught as a series of three four-week courses (or possibly four three-week courses for students with already sufficient language skills), these offerings would be designed to expose students to another country and to different disciplinary approaches to a geographically and culturally relevant topic. The courses would be developed in dialogue among participating faculty members, ensuring coherence and rigor. Ideally, they would fulfill general education requirements in three (or four) different areas and, thereby,

enable sophomore participants to make more deeply informed choices of concentration.¹⁸ For example, if we were to pilot this model at the Humboldt University in Berlin (one of Princeton's three strategic partners), we might combine an economics course on the euro and the sovereign debt crisis, a religion course on German-Jewish theology and philosophy, a history of science course on the German contribution to scientific method, and a culture course on modernism in Berlin.

All courses would be taught in English, but the program would be underlain with language instruction that would run throughout the semester as a fourth (or fifth) course. If carefully planned and designed, this program could offer a variety of other language-learning options, providing not only an opportunity for advanced language students to improve, but an incentive for others to begin a new course of language study.

The potentially insular nature of this model would have to be balanced with intensive introduction to the local culture. Two features of this model would serve to mitigate the "island effect": (1) if sites were chosen with broadly compatible academic calendars, some of the Princeton courses on offer could include students from the local partner university; and (2) a home-stay program would match Princeton students with local host families. The local students would help integrate Princeton students into the local academic environment, and provide a comparative and critical perspective on pedagogy, disciplinary method, and educational goals. In an ideal environment, some of these students would in turn be able to spend a semester at Princeton (see our fifth recommendation [below](#) regarding reciprocity). And the home stay would ensure that Princeton students have very direct contact with the daily culture of the local nation.

This model could help to fill a chronological gap in the current menu of education abroad programs, extending options into the fall semester of the sophomore year—the one semester among the eight that is perhaps least burdened with attractions and obligations on campus. It is intended to serve as a gateway study abroad experience, offering students a soft landing abroad and preparing them for more immersive experiences during their junior or senior years. As a home-grown program, this model is designed to appeal to a broad segment of the student population that is closely attached to Princeton instruction and that often regards our current study abroad programs at other institutions as risky and daunting propositions. For this reason, if the University pilots this study abroad model, we should carefully assess its potential to expand (and not merely shift) student participation in our international programs.

¹⁸ The University of Chicago's term-time study abroad curriculum similarly consists of a series of three-week intensive courses that satisfy general education requirements.

Faculty teaching one of the three- or four-week courses would be given credit for a semester-long course, and in this respect, the model may be attractive to some faculty and departments as it would require less time away. The model would also allow departments for which a stand-alone study abroad program is not feasible the opportunity to collaborate with other departments and contribute to the University's international mission. One potential obstacle, however, is the variation in faculty teaching loads across divisions, but the Dean of the Faculty has offered to explore the viability of new and more flexible load models to facilitate this program. Another issue to consider is whether faculty members with young families would need additional support or incentives to teach in this program.

2. Internships

We should continue to develop options for summer international experiences that are closely aligned with our educational mission and objectives. In particular, the steering committee recommends that the University further study how best to meet growing demand for summer internships, which offer a relatively cost-efficient means of providing our students with a significant international experience. In general, increased staff support and financial resources might be directed toward this highly successful and growing program. Another option might be to follow an example set by study abroad and allow for greater reliance on third party providers and consortia. To date, IIP has not supported internships offered by third party providers, out of the desire to privilege Princeton-crafted, rigorously vetted opportunities over potentially inferior, commercially-driven options; but in following this rule without exception, IIP may be missing options of high quality that offer special advantages worth pursuing. Summer internships can have a particularly lasting effect when combined with an adequate academic introduction to the local culture—whether on the Princeton campus or abroad. Most notably, the China model currently under development or the recommended general education model presented above might serve as natural bases for summer internships in the region, providing potential employers with students with previous experience in the foreign culture and additional language training.

3. Princeton International Centers

The committee also believes that the optimal model for the development of Princeton-branded term-time study abroad programs would include “Princeton International Centers” located abroad that provide physical office space and human support structures. Our peer institutions that have been most successful in integrating study abroad into their curriculums—and which boast the highest term-time participation rates—have built their programs on the basis of such centers. They would provide a physical and symbolic representation of Princeton abroad and furnish much-needed administrative and instructional space. If integrated with the variety of activities envisioned by CITR on the campuses of our strategic

partners, some centers would also provide space and limited administrative support for Princeton researchers working abroad.

The footprint of these administrative centers need not be heavy: they can be housed in rented space, and some of the support functions (coordination of home stays, etc.) could be subcontracted. The major resource commitment would come in the form of staffing. At a minimum, each center would need an administrative director to work on programmatic matters with an academic director from the Princeton faculty (or a faculty steering committee). The administrator's routine responsibilities might include, among other things, interacting with local institutions and groups, coordinating student housing, maintaining budgets, recruiting local faculty for language courses, and serving as a first responder to local emergencies.

These centers would offer a number of significant advantages. First and foremost, as stable, ongoing entities, they would be seen by Princeton students as natural extensions of their campus, and thus of their Princeton experience, thereby mitigating some of the psychological resistance to study abroad. The centers would also have advantages for the recruitment of outstanding Princeton teachers for our programs: an ongoing staff presence would provide a level of support comparable to that of department offices on the main campus, making the job of Princeton faculty abroad more attractive. Such a commitment to a locale would also make possible the addition of programmatic features such as home stays, enhanced language instruction, academic experiences and friendships with local students, and more in-depth introductions to the culture. Summer internship opportunities might also be grouped in certain areas of the world where an on-site staff person could develop and monitor placements and handle emergencies as they arise. And, not least, international centers would advertise Princeton's commitment to internationalization—with major benefits for faculty and student recruitment as well as for research collaboration.

4. Faculty Oversight

The steering committee also recommends that the University consider how best to ensure robust and sustained faculty engagement with the development of our international programs for undergraduate students. For example, if the University decides to form an ad hoc faculty committee to explore the feasibility of the general education model and the centers described above, such a committee might over time be converted into a standing committee that assumes a broader set of related responsibilities such as assisting OIP in the articulation of a more refined mission statement and a clearer set of goals (as recommended in [Part III](#) above). Indeed, the committee feels that OIP would benefit greatly from the

direct and continuing involvement of a faculty advisory committee that can help it shape programmatic goals and priorities in a systematic and strategic manner. Although CITR currently advises OIP (and has even produced a lengthy report on *Global Learning and the Princeton Education*), the Council has been primarily—and appropriately—engaged in ground-breaking work on fronts that are most closely connected to strategic partnerships and faculty research. It remains unclear whether CITR, given its current focus and priorities, has sufficient capacity to engage on a regular basis the variety of more detailed issues, questions, and opportunities related to study abroad and internship programs that also require faculty perspective and consideration.

5. Reciprocity

As Princeton's motto strongly suggests, we should not simply *take* the educational opportunities the world offers, but also make every effort to *share* the remarkable riches of a Princeton education with more international students. In that spirit, Princeton's three strategic partnership agreements already specify that a small number of students from our partners will come to Princeton for semester study or research visits. The steering committee believes that the general education model envisioned here, in combination with our existing study abroad programs as well as the new China model under development, have the potential to expand the pool of candidates for study at Princeton: students from the local institutions who take courses with Princeton undergraduates in our programs abroad. Housing has always been a bottleneck that limits the number of semester-long exchange visits by international students, but recent conversations with University Services have suggested that the picture is improving and that our capacity for hosting visiting students is likely to increase over the next few years. The steering committee recommends that the University, in connection with the proposed and current expansion of our semester study abroad offerings, explore and pursue any such opportunities to increase the number of visiting international undergraduates.

VII. Strategic Partnerships

A. Overview

A number of universities interested in establishing a more robust international presence have made major investments in satellite institutions and campuses abroad. NYU is a notable example as it prepares to open portal campuses in Shanghai and Abu Dhabi. Princeton is pursuing an alternative path: building multi-dimensional, strategic partnerships with foreign universities that will foster the flow of ideas across national borders. To that end, Princeton has signed agreements with three strategic partners—Humboldt University, University of São Paulo, and the University of Tokyo—to facilitate increased mobility of faculty and students as well as transnational research and teaching collaboration.

These five-year agreements provide for the creation of a six-member joint committee, composed of faculty and administrators from each institution. Both sides contribute seed money to fund projects (\$250,000 each for a total of \$500,000) and invite joint proposals from faculty members or departments to promote the exchange of students and faculty between the two universities.

The Princeton Program in Global Health and Health Policy has already launched a pilot project with the University of São Paulo that will give some idea of how the partnerships are meant to work. Under the terms of the project, Princeton will send a group of undergraduates and a faculty supervisor to São Paulo's School of Public Health. Travelling during spring break, they will be assigned to clinics in the Amazon and to a *favela* of São Paulo, where they will work with São Paulo faculty and medical personnel. It is expected that the students will return over the summer months and use their second stay to begin research on their senior theses. For its part, the University of São Paulo will send graduate students and junior faculty to study and teach in the Program in Global Health and Health Policy.

In addition to forming strategic partnerships with specific institutions, CITR is also exploring locations where there are multiple institutions with which Princeton faculty and students might want to interface. Beijing is particularly inviting in this regard: Princeton faculty from a wide range of departments already collaborate with counterparts at Tsinghua University, Peking University, Renmin University, and Beijing Normal University, among others. Princeton has also made substantial progress toward establishing an office in Beijing with an on-site administrator who will act as a go-between, placing Princeton students and faculty where they want to go and finding ways to bring their Chinese counterparts to Princeton.

B. Findings

The strategic partnership model, in either of its forms, has several advantages. First, in the event a partnership or location does not pan out, there are ways to wind down the engagement without losing

heavy investments in bricks-and-mortar. Second, the partnerships are not top-down schemes, but rather draw energy from initiatives that well up from the faculty at the partnered institutions. Moreover, as the São Paulo example suggests, there is two-way traffic: while our faculty and students go abroad, faculty and students from abroad will come here. And, regardless of the direction in which the traffic is moving, there is a connection between faculty research and student learning. For example, faculty members with a research agenda in public health will lead the undergraduate contingent to São Paulo—and that agenda in turn will likely shape the senior thesis projects of the students involved.

These models, in other words, are full of promise, and if they succeed, there is plenty of room to develop them. The budgets provided for by the memoranda of understanding may prove to be too modest, but all depends on how much faculty demand materializes. The University must of course take many factors into account as it develops these models and identifies institutions and regions for future partnerships, but such decisions should be made with due attention to regional gaps in the curriculum. Indeed, strategic partnerships should not only complement and build upon Princeton's existing strengths but also provide access to scholarly expertise and course offerings that are not otherwise available on our campus. While it is too early to know how well these models will ultimately serve Princeton, CITR has done commendable work in developing and advancing them to this stage.

C. Recommendations

The steering committee recommends that the University develop a set of criteria for evaluating the success of the strategic partnerships as seedbeds for new undergraduate educational initiatives. Such criteria might include the number of students who move through the partnership; the number of senior theses that are shaped by access to strategic partners' faculty members and research facilities; or the number of new undergraduate courses that are made possible as a result of the partnership. One strategy for ensuring that the partnerships are successful in this respect might also include linking them to the creation of the international centers proposed in this report.

VIII. Administrative Support

A. Overview

As Princeton's international commitments have grown in number and complexity over the last decade, the University has established new accounting, financial, legal, and travel security resources and structures to support that growth. Specific improvements have included: creating a travel management and tracking system; establishing an administrative group to oversee safety and security issues; adopting a commercial support service for international medical emergencies; formalizing the approval and renewal process of agreements with overseas institutions for study abroad; developing a central funding portal and common application system to administer study abroad, internship, and research funding for undergraduates; and instituting new accounting procedures. We expect that further growth in the international arena will create new challenges and continue to strain administrative capacity.

B. Findings

Vice Provost for International Initiatives

The Vice Provost for International Initiatives plays a central role in coordinating all administrative efforts in support of Princeton's international initiatives. These fall into seven key areas: international business transactions; tax reporting and compliance; human resources management for international hires and assignments; legal assistance for global activities, including immigration and contracts; proper safety and security protocols ("duty of care"); international research support for faculty, graduate students, and undergraduates; and information technology support and systems development. Working in close collaboration with many programs and administrative units, the Vice Provost has made great strides in centralizing and streamlining the University's policies, processes, systems, and services.

The Office of Finance and Treasury

Princeton's burgeoning international initiatives have presented complex new demands for the Office of Finance and Treasury, including: problems associated with the compensation of non-U.S. citizens, both here and abroad; oversight of financial transactions such as wire transfers and the establishment of bank accounts abroad; and assorted tax issues. Until recently, the Treasury staff had been forced to create ad hoc procedures because there were few models or published guidelines in place. This picture has changed significantly over the last few years as policies and procedures have become standardized. For example, new procedures were created to streamline and ensure compliance in the budgeting and billing for

Princeton-run international programs, and clear guidelines have been established for paying faculty abroad.

Office of the Dean of the Faculty and Office of the General Counsel

In Academic Year 2013, the Priorities Committee approved a new position to be added to the Office of the Dean of the Faculty. As of October 2013, the International Appointments Manager facilitates the development and implementation of policies and procedures that ensure compliance with the requirements for international hiring, many of which depend on the type and length of employment, the citizenship of the employee, and the country in which the employee will be working. In addition, she will develop and deliver regular orientation sessions for all newly-hired postdoctoral and other research staff members, both international and domestic. Similarly, the Office of the General Counsel hired a new attorney to review and negotiate the terms of international agreements and contracts, such as those governing the ownership and use of intellectual property, an issue that frequently arises in the context international collaborations.

Office of International Programs

OIP was set up initially to provide academic and study abroad advice, manage the exchanges, and run small-scale programs that typically rely on infrastructure already in place abroad. As described above in [Part IV](#) of this report, the staff of OIP has grown from seven to thirteen FTEs since its inception in 2008. This growth has enabled OIP to serve more undergraduate students across a growing array of programs. However, only three of those six new positions support study abroad and international internships, and the demand on OIP's staff continues to grow significantly. For example, the unmet student demand for internship opportunities overseas suggests that OIP currently has a staffing shortage in that area. As the number of Princeton faculty members teaching abroad—in Princeton's own programs as well as at partner institutions—has dramatically increased, the administrative capacity of the OIP staff has been further strained.

In addition, the committee found that OIP should develop assessment instruments to gauge the impact of study abroad, international internships, and other international experiences on the quality and nature of undergraduate education and personal development. While OIP's existing assessment instruments gather feedback regarding student satisfaction, they do not yet attempt to measure the impact of these programs on students' education and postgraduate experiences. [See [Appendix N](#), OIP Study Abroad and International Internship program evaluations.] (The development of more refined assessment instruments should, of course, be closely informed by a tailored set of goals for the international aspects of undergraduate education at Princeton, as addressed above in [Part III\(C\)](#).) The committee noted that the

Director of Study Abroad has taken an important step in this direction by working with the Office of Information Technology and other campus partners to develop an International Experience System that will collect student data on international experiences that extends from an initial expression of interest through post-program evaluation. However, to build and implement this system will require additional support from OIT and University resources.

Support for International Students and Scholars

In spring 2009, CITR conducted an extensive study on the status of international student and scholar services at Princeton. The study concluded that the organizational structure and staffing levels of existing services were inadequate, given the need to deliver professional services to growing numbers of international students and scholars with increasingly complex and varied backgrounds and needs. In 2010, to provide more consistent and efficient support, the University consolidated in the Davis International Center a number of student and scholar services that had been housed in other offices. The Davis Center now offers the full range of services, including immigration advising, cultural programming, practical resources, conversational English practice, orientation services, and support for dependents.

Travel, Safety and Security

The University has also developed a new set of policies and procedures designed to mitigate risk and otherwise protect the institution and the many individuals who travel abroad for University-sponsored activities. These policies are posted on the [travel website](#) and reiterated in the [International Travel Handbook](#). These procedures will be refined as the University introduces a new online travel and expense management system (Concur) that offers a greater ability to track University students and personnel abroad. In addition, the University has contracted with International SOS to provide pre-travel security advising and on-the-ground support services for individuals and groups studying or working abroad.

The University has also created a Travel Oversight Group, which is composed of the Executive Director for Planning and Administration in the Office of the Vice President for Campus Life, the Vice Provost for International Initiatives, the Director of the Office of International Programs, the Director of Risk Management, the Director of Study Abroad, and the newly hired Travel Program Manager. The group meets regularly to discuss student travel policies, insurance requirements, emergency protocols, and the University's relationship with third-party providers such as International SOS. The group also reviews requests for authorization to travel to countries under a State Department Travel Warning.

One of the group's most recent initiatives has been the implementation of the Concur system (effective January 2014). Concur facilitates travel logistics (such as registration, booking, expense accounting, and reimbursement) and provides a cloud-based mobile communication and messaging capability that enhances the University's ability to monitor travel and communicate with travelers in emergencies. Concur also offers round-the-clock automated warnings to all University travelers and travel administrators and allows Travel Oversight Group members to see in an instant all travelers affected by a particular travel emergency (everything ranging from airport delays to major natural disasters and political unrest).

When complex issues arise that threaten the health and safety of students, the International Emergencies Group (IEG) is convened. The IEG includes the entire Travel Oversight Group; the Director and other staff from Public Safety; the Director of Environmental Health and Safety; and, depending on the case, physicians from University Health Services, and staff from Media Relations. An emergency notification system for members of the IEG and a conference line are available 24/7.

While the formation of these groups has gone far toward improving the overall safety of our international programs and activities, no single person has primary responsibility for oversight of travel management on a day-to-day basis or full-time coordination of the University's response to any given crisis. As a result, the delegation of responsibility and the lines of authority in this area remain ambiguous in ways that can sometimes produce delays in response times, gaps in communication, or other problems. A number of universities have a designated Coordinator for Travel Safety and Security. Such a position typically manages the travel database or registration system; monitors the well-being of travelers and communicates with them when issues arise; serves as a 24/7 first-responder for crises abroad; reviews travel plans to countries and areas with an elevated risk; meets as needed with individuals or groups planning to visit these destinations; reviews applications from undergraduates for individual research projects for safety and security concerns; serves as the primary liaison between Risk Management and other relevant offices and groups; and ensures that the university follows up with families, instructors, and other interested parties in an appropriate manner until the issue has been resolved. The University's Travel Oversight Group and the International Emergencies Group are not, however, designed to carry out these specific responsibilities on a day-to-day basis. Placing them into the portfolio of a single employee—a new Coordinator for Travel Safety and Security—would greatly enhance the efficiency and effectiveness of our current systems.

C. Recommendations

The steering committee recommends that the University consider making targeted investments in administrative infrastructure to meet challenges in three areas: financial transactions, travel safety and security, and program assessment.

1. Financial Transactions

Expanding existing international programs and introducing new models, centers, or structures will undoubtedly raise a host of financial issues related to accounts, payments, tax policies, and other transactions. These issues are complex, time-consuming, and often vary from one host nation to the next, demanding a degree of expertise and specialization to attend to them properly. Therefore, the committee recommends that the Office of Finance and Treasury:

- Streamline the process for international transactions and provide clear guidelines so that departments and programs can more easily navigate regulations and requirements.
- Designate a staff member (or a new hire) to provide specialized support for the financial, accounting, and tax aspects of new international initiatives.

2. Travel Safety and Security

Although the Travel Oversight Group was created to deal with the safety and security issues arising from increased numbers of students, faculty, and staff abroad, there is currently no single person responsible for this important area. Therefore, the committee recommends that the University:

- Designate a current staff member (or a new hire) to serve as Coordinator for Travel Safety and Security. (This person would be responsible for managing the new travel database; coordinating the University's first responder system for crises abroad; reviewing travel plans to countries and regions with elevated risk levels; reviewing applications from students for individual research projects in regard to safety and security concerns; and implementing programs to increase awareness of and compliance with the University's travel safety and security policies and procedures.)
- Review the protocols and standard operating procedures that govern University responses to crises abroad in order to determine whether sufficient safeguards are in place.

3. Program Assessment

The University's flexible approach to internationalization has allowed not only for "top-down" strategic initiatives, but also for "bottom-up" organic growth. This approach has brought dramatic growth to existing programs and created the freedom to experiment with new models. However, to ensure that Princeton's international programs continue to grow in a coherent and educationally enriching manner, the University should develop routine, reliable, and informative set of tools and practices for assessing their quality and overall impact. These assessments should inform the creation of new programs as well as the improvement of established ones. Therefore, the committee recommends that OIP (in consultation with CITR or the faculty committee envisioned in [Part VI](#)(C)(4) of this report):

- Develop new assessment tools and practices (or enhance existing ones such as the International Experience System) that will provide a more useful and reliable basis for evaluating the quality and impact of Princeton's international programs for undergraduate students.

Appendix A

Members of the Accreditation Steering Committee and Working Groups

Steering Committee

Name	Title
Michael Jennings (co-chair)	Class of 1900 Professor of Modern Languages and Professor of German
Clayton Marsh (co-chair)	Deputy Dean of the College
Carolyn Ainslie	Vice President for Finance and Treasurer
Mark Beissinger	Professor of Politics. Director, Princeton Institute for International and Regional Studies
Diana Davies	Vice Provost for International Initiatives
Nancy Kanach	Senior Associate Dean of the College. Director, Office of International Programs
Brian Kernighan	Professor of Computer Science
Philip Nord	Rosengarten Professor of Modern and Contemporary History. Director, Shelby Cullom Davis Center for Historical Studies
Suzanne Staggs	Professor of Physics
Toni Turano	Associate Dean of the Faculty

Internationalization Self-Study Working Group

Name <i>Report Section</i>	Title
<p>1. <i>Mission & Goals</i></p> <p>Michael Jennings Clayton Marsh Miguel Centeno Carol Greenhouse Joshua Katz</p>	<p>Class of 1900 Professor of Modern Languages and Prof. of German Deputy Dean of the College Professor and Chair, Sociology Andrew W. Marks Professor and Chair, Anthropology Professor of Classics</p>
<p>2. <i>Int'l Studies at Princeton</i></p> <p>Mark Beissinger Jeff Dolven Joao Biehl Patrick Caddeau</p>	<p>Professor of Politics. Director, PIIRS Assistant Professor of English Susan Dod Brown Professor of Anthropology Director of Studies, Forbes College</p>
<p>3. <i>Study Abroad & Other SIEs</i></p> <p>Diana Davies Deborah Yashar Edward Freeland Sheldon Garon Anne Caswell-Klein</p>	<p>Vice Provost for International Initiatives Professor of Politics and International Affairs, Woodrow Wilson School Associate Director, Survey Research Center, Woodrow Wilson School Nissan Professor in Japanese Studies, Prof. of History and East Asian Studies Dean of Wilson College</p>
<p>4. <i>Strategic Partnerships</i></p> <p>Philip Nord</p>	<p>Rosengarten Professor of Modern & Contemporary History. Director, Shelby Cullom Davis Center for Historical Studies</p>
<p>5. <i>Administrative Support</i></p> <p>Nancy Kanach</p>	<p>Senior Associate Dean of the College. Director, Office of International Programs</p>

Document Roadmap Working Group

Name	Title
Carolyn Ainslie (chair)	Vice President for Finance and Treasurer
Elizabeth Colagiuri	Associate Dean, Office of the Dean of the College
Rebecca Graves-Bayazitoglu	Dean of Whitman College
Polly Griffin	University Registrar
Ann Halliday	Associate Secretary, Special Assistant to the President and Special Assistant to the Dean of the College
Jonathan LeBouef	Associate Registrar for Reporting and Institutional Research
Jed Marsh	Vice Provost for Institutional Research
Carol Porter	Director, McGraw Center for Teaching and Learning
Elizabeth Totten	Senior Data Analyst, Office of the Vice President for Finance and Treasurer
Toni Turano	Associate Dean of the Faculty

Institutional Goals, Planning and Assessment Working Group

Name	Title
Toni Turano (chair)	Associate Dean of the Faculty
Christopher Burkmar	Executive Director for Planning and Administration, Office of the Vice President for Campus Life
Elizabeth Colagiuri	Associate Dean, Office of the Dean of the College
Cole Crittenden	Associate Dean, Academic Affairs, Office of the Dean of the Graduate School
Ann Halliday	Associate Secretary, Special Assistant to the President and Special Assistant to the Dean of the College
Michele Minter	Vice Provost for Institutional Equity and Diversity
Charlotte Treby Williams	Executive Vice President
Robert Wuthnow	Gerhard R. Andlinger '52 Professor of Social Sciences. Professor of Sociology. Director, Center for the Study of Religion.

Assessment of Student Learning Working Group

Name	Title
Suzanne Staggs (chair)	Professor of Physics
Brandon Bark	Class of 2013, Department of Classics
Peter Bogucki	Associate Dean, School of Engineering
Eduardo Cadava	Professor of English. Master, Wilson College
Wynne Callon	Class of 2013, Woodrow Wilson School
Kristin Dombek	Lecturer, Princeton Writing Program
Harriet Flower	Professor of Classics. Master, Mathey College
Claire Fowler	Senior Associate Dean, Office of the Dean of the College
George Laufenberg	Graduate Student and Senior Thesis Writing Group Leader, Department of Anthropology
Carol Porter	Director, McGraw Center for Teaching and Learning
Pascale Poussart	Director of Undergraduate Research, Office of the Dean of the College
Harvey Rosen	John L. Weinberg Professor of Economics and Business Policy
Stephanie Tam (T)	Class of 2013, Department of English

Student Perspectives Working Group

Name	Title
Brian Kernighan (chair)	Professor of Computer Science
Matthew Lazen	Director of Studies, Butler College
Kathleen Crown	Executive Director, The Council of the Humanities
Alexis Andres	Director of Student Life, Butler College
Zeerak Ahmed	Class of 2013, Department of Computer Science (BSE)
Stephen Stolzenberg	Class of 2013, Undergraduate Student Government
Flora Thomson-DeVeaux	Class of 2013, Department of Spanish and Portuguese
Jodie-Ann Asher	Class of 2014, Department of Politics
Farrah Bui	Class of 2014, Woodrow Wilson School
Cole Freeman	Class of 2014, Department of French and Italian
Dixon Li	Class of 2014, Department of Comparative Literature
Peter Smith	Class of 2014, Department of Sociology
Kovey Coles	Class of 2015
Madeleine Planeix-Crocker	Class of 2015

Appendix B

Key Facts about Princeton University

Founded in 1746 as the College of New Jersey, Princeton University is the fourth oldest university in the country. It is an independent, non-denominational, coeducational institution that provides undergraduate and graduate instruction in the humanities, social sciences, natural sciences, and engineering.

Princeton University employs more than 1,100 faculty members serving over 5,000 undergraduate and 2,500 graduate students. The ratio of undergraduate students to faculty members (in full-time equivalents) is 6 to 1.

In spring 2012, the faculty (including visitors and part-time faculty) totaled 1,148, including 497 professors, 80 associate professors, 180 assistant professors, 15 instructors, 268 lecturers, and 108 visitors. Seventy-six percent of the professorial faculty is tenured. Excluding visitors, approximately 340 members of the faculty are women, and 190 are identified as members of minority groups. There were 123 tenured women on the faculty in spring 2012. All faculty members at Princeton are expected to teach, as well as engage in scholarly research—there are no separate graduate and undergraduate faculties. Each year the members of the faculty publish more than 3,000 scholarly documents.

Princeton's residential community is an integral part of its educational mission. Freshmen and sophomores live in one of the University's six residential colleges; juniors and seniors have the option of living and/or dining in four-year residential colleges. More than 98 percent of Princeton undergraduates live on campus. Approximately 70 percent of graduate students live in University housing, taking advantage of dormitory and apartment options.

Princeton offers two bachelor's degrees: a bachelor of arts (A.B.) and a bachelor of science in engineering (B.S.E.). Undergraduate students may choose from among 34 concentrations or an independent concentration. Interdisciplinary and interdepartmental programs are available to complement a student's concentration.

The Graduate School was established in 1900. By history and design, it is relatively small and emphasizes Ph.D. programs in the humanities, social and natural sciences, and engineering. Doctoral education focuses on original and independent scholarship, while master's degree programs prepare candidates for careers in professional practice and public life.

The School of Architecture, which opened in 1919, offers degree programs for a bachelor of arts (A.B.), a master of architecture (M.Arch.), and a doctor of philosophy (Ph.D.). The master of architecture

program, accredited by the National Architectural Accrediting Board (NAAB), is intended for students who plan to practice architecture professionally.

Engineering education at Princeton began in 1875 and grew into the creation of the School of Engineering and Applied Science in 1921. Degrees offered by the school include a bachelor of science in engineering (B.S.E.), a bachelor of arts (A.B.), a master of science in engineering (M.S.E.), a master of engineering (M.Eng.), and a doctor of philosophy (Ph.D.). Princeton's undergraduate programs in aerospace, civil, chemical, electrical, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, Inc.

The Woodrow Wilson School was founded in 1930 as the School of Public and International Affairs. It offers an undergraduate major as well as a professional school that brings together teaching and research in economics, politics, sociology, psychology, history, and other disciplines within the University to prepare talented women and men for careers in public service, particularly government service in the area of international affairs. Its graduate degree programs include a two-year course of study leading to a master in public affairs (M.P.A.), a one-year program for mid-career professionals leading to a master in public policy (M.P.P.), and a Ph.D. program.

The Princeton University Library, one of the world's most distinguished research libraries, consists of the Harvey S. Firestone Memorial Library and nine special libraries. Its holdings include more than 7 million books, 6 million microforms, 49,000 linear feet of manuscripts, and smaller but distinguished holdings of rare books, prints, archives, and other material that require special handling. The library's extensive electronic resources include databases and journals, statistical packages, images, and digital maps.

Shirley M. Tilghman, Princeton University's 19th president, assumed office on June 15, 2001. She previously served as a faculty member for 15 years and as founding director of Princeton's multidisciplinary Lewis-Sigler Institute for Integrative Genomics.

Christopher L. Eisgruber, the 20th president, assumed office on July 1, 2013. He joined the Princeton faculty in 2001, serving as director of the Program in Law and Public Affairs; he was named Princeton's 11th provost in 2004.

The University is located in central New Jersey, within 75 miles of New York City and Philadelphia. Princeton's main campus consists of approximately 9 million square feet of space in more than 180 buildings on 500 acres.

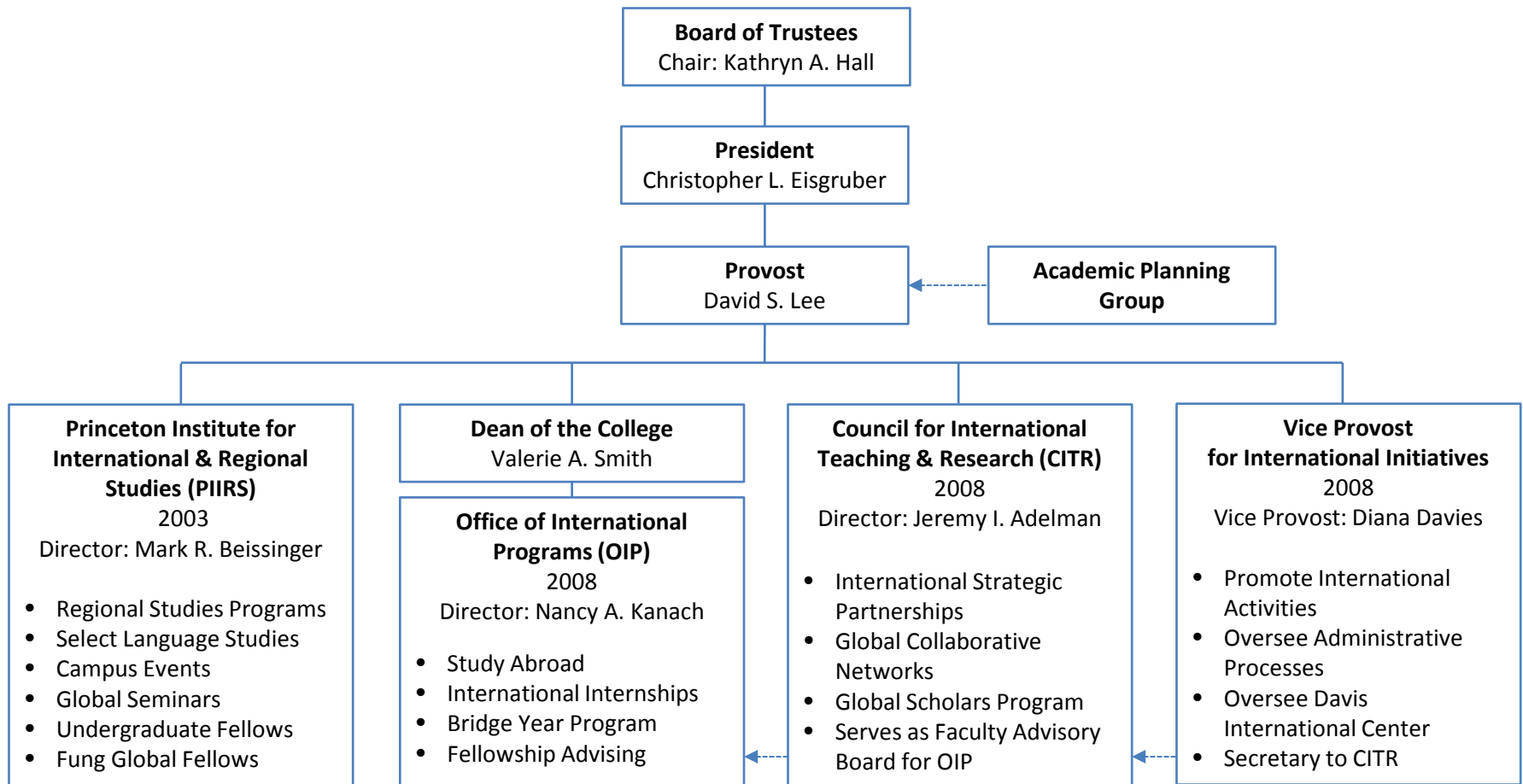
Princeton's endowment is the fourth largest in the country, with a value of \$16.8 billion as of March 31, 2012. Princeton's portfolio has historically experienced solid returns. The total return on Princeton's endowment—defined as “dividends and interest on portfolio holdings, plus or minus capital appreciation

or depreciation”—is estimated to be 12 percent per year over the 25-year period ending June 30, 2012. On June 30, 2012, Princeton concluded its five-year Aspire campaign, exceeding its initial \$1.75 billion goal and raising a total of \$1.88 billion.

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Appendix C

Organizational Structure for International Teaching and Research



Appendix D

PIIRS Executive Committee

Jeremy I. Adelman, Walter Samuel Carpenter III Professor in Spanish Civilization and Culture; Professor of History; Chair, Fund for Canadian Studies; Director, Council for International Teaching and Research; ex officio

Mark Beissinger, Henry W. Putnam Professor of Politics; Director, PIIRS

Sandra L. Bermann, Cotsen Professor of the Humanities; Professor of Comparative Literature

John W. Borneman, Professor of Anthropology

Miguel A. Centeno, Musgrave Professor of Sociology; Professor of Sociology and International Affairs; Chair, Department of Sociology

Bernard A. Haykel, Professor of Near Eastern Studies; Director, Institute for the Transregional Study of the Contemporary Middle East, North Africa, and Central Asia

Harold James, Claude and Lore Kelly Professor in European Studies; Professor of History and International Affairs; Director, Program in Contemporary European Politics

David R. Leheny, Henry Wendt III '55 Professor of East Asian Studies

Stephen Kotkin, John P. Birkelund '52 Professor in History and International Affairs; Acting Director, PIIRS (2013-14)

Denise L. Mauzerall, Professor of Civil and Environmental Engineering and Public and International Affairs, Woodrow Wilson School

Stephen J. Redding, Harold T. Shapiro '64 Professor in Economics; Professor of Economics and International Affairs, Woodrow Wilson School

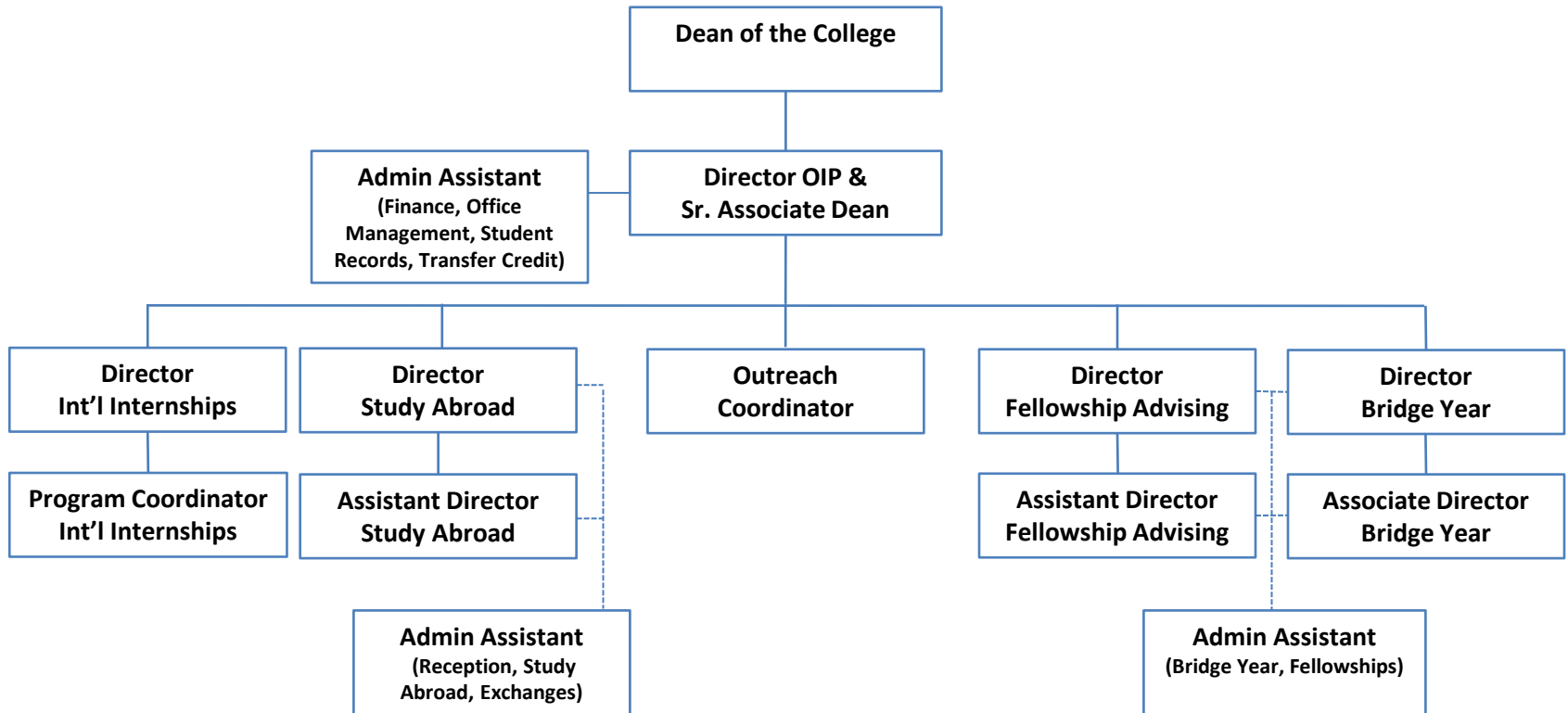
Gideon Rosen, Stuart Professor of Philosophy; Chair, Council of the Humanities; Director, Program in Linguistics; Director, Stewart Seminars in Religion

Cecilia Rouse, Dean, Woodrow Wilson School of Public and International Affairs; Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education; Professor of Economics and Public Affairs; ex officio

Deborah J. Yashar, Professor of Politics and International Affairs, Woodrow Wilson School

Appendix E

Organizational Structure for Office of International Programs (OIP)

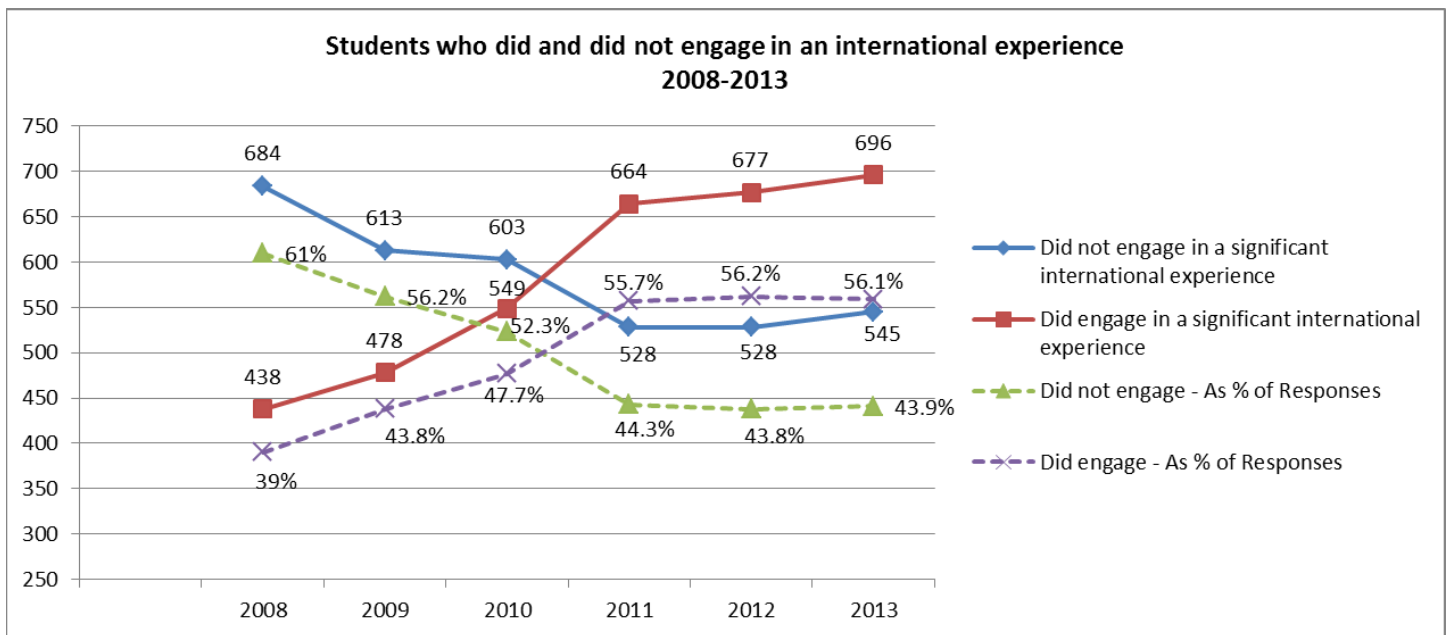


Senior Survey of International Experiences – Class of 2013

This survey asks students in the Class of 2013 to describe the types of significant international experiences they had while undergraduates at Princeton, including those not sponsored by Princeton. Significant experiences must be a minimum of four weeks duration. It also asks them to comment on whether their education benefitted from going abroad. If they did not go abroad, it asks for the reasons why they did not.

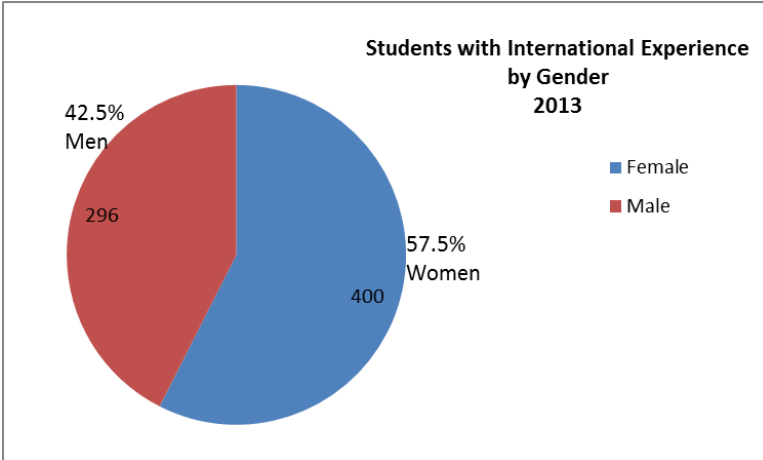
INTERNATIONAL EXPERIENCE FOR THE CLASSES OF 2008-2013 (as reported on Senior Survey)												
Class of...	2008		2009		2010		2011		2012		2013	
	# responses	%	# responses	%	# responses	%	# responses	%	# responses	%	# responses	%
Student responses	1122	99.7%	1091	97.3%	1152	98.8%	1192	99.2%	1205	98.0%	1241	98.7%
	of 1125 in class		of 1121 in class		of 1166 in class		of 1202 in class		of 1229 in class		of 1257 in class	
Students who engaged in a significant international experience*	438	39.0%	478	43.8%	549	47.7%	664	55.7%	677	56.2%	696	56.1%
Students who did not engage in any significant international experience	684	61.0%	613	56.2%	603	52.3%	528	44.3%	528	43.8%	545	43.9%
Students who intended to go abroad when entering Princeton	420	37.4%	420	38.5%	478	41.5%	451	37.8%	625	51.9%	671	54.1%
Students who intended to go abroad and did not	163	14.5%	141	12.9%	135	11.7%	101	8.5%	140	11.6%	156	12.6%
Students who did not intend to go abroad and did	181	16.1%	199	18.2%	206	17.9%	314	26.3%	191	15.9%	181	14.6%

* Defined as study, internship, volunteer, or research abroad of four weeks or more



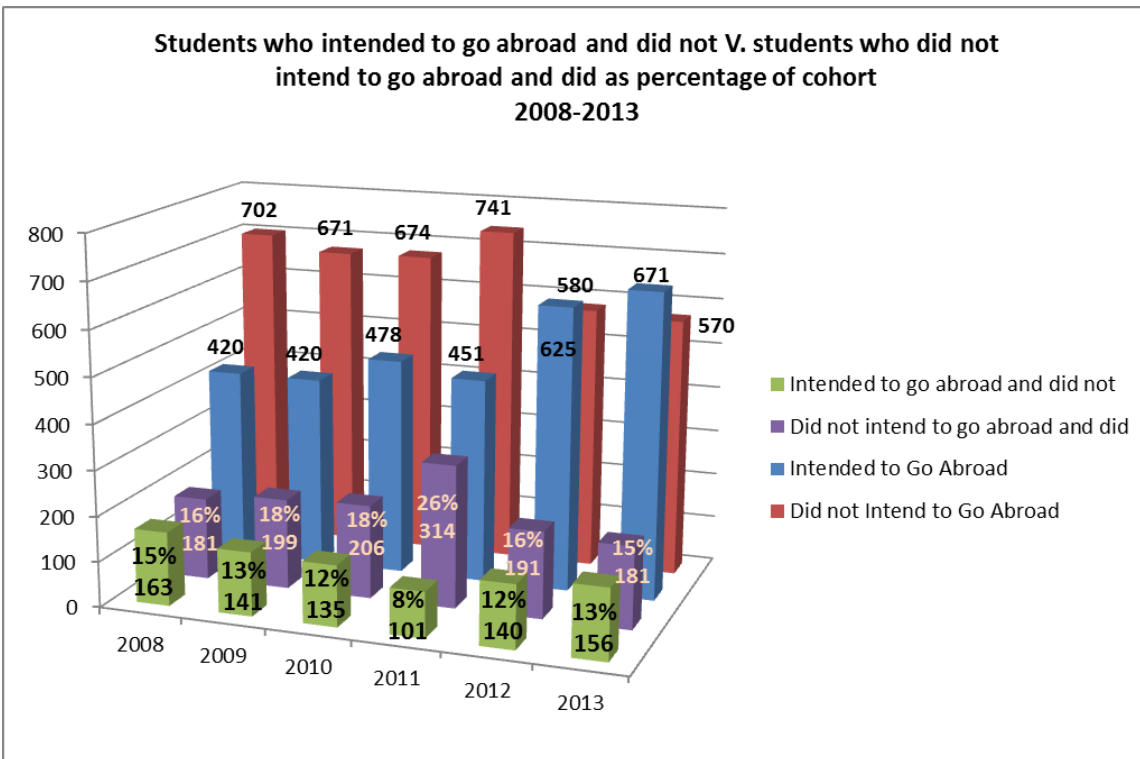
STUDENT ENGAGEMENT IN INTERNATIONAL EXPERIENCE - CLASSES OF 2008-2013 as % of cohort																		
Class of...	2008			2009			2010			2011			2012			2013		
	#	% cohort	% responses	#	% cohort	% responses	#	% cohort	% responses	#	% cohort	% responses	#	% cohort	% responses	#	% cohort	% responses
Students who intended to go abroad when entering Princeton	420		37.4%	420		38.5%	478		41.5%	451		37.8%	625		51.9%	671		54.1%
Students who intended to go abroad and did not	163	38.8%	14.5%	141	33.6%	12.9%	135	28.2%	11.7%	101	22.4%	8.5%	140	22.4%	11.6%	156	23.2%	14.4%
Students who did not intend to go abroad when entering Princeton	702		62.6%	671		61.5%	674		58.5%	741		62.2%	580		48.1%	570		45.9%
Students who did not intend to go abroad and did	181	25.8%	16.1%	199	29.7%	18.2%	206	30.6%	17.9%	314	42.4%	26.3%	191	32.9%	15.9%	181	31.8%	13.9%

Senior Survey of International Experiences – Class of 2013



Princeton’s gender balance in international experiences is better than the national average, which shows 64.4% women and 35.6% men going abroad.¹ The Wabash study showed that peers significantly decrease male student’s intent to study abroad while having no significant effect on female students’ intentions.² This does not show up in Princeton’s data unless the almost double number of male students who report a lack of interest in going abroad results from the influence of peers.

1. Institute of International Education (2012) “Profile of US Study Abroad students 2000/01 – 2010/11”; *Open Doors Report on International Educational Exchange*; retrieved from <http://www.iie.org/opendoors>
2. Salisbury MH; Paulsen MB; Pascarella ET (2010) “To See the World or Stay at Home: Applying an Integrated Student Choice Model to Explore the Gender Gap in the Intent to Study Abroad”; *Research in Higher Education*; 51: 615-640



Students who intended to go abroad but ended up not participating in any significant international activities cited departmental requirements (50%), independent work (31.4%), and financial concerns (29.5%) as the top reasons why they did not participate in semester programs abroad. For summer programs, they cited financial

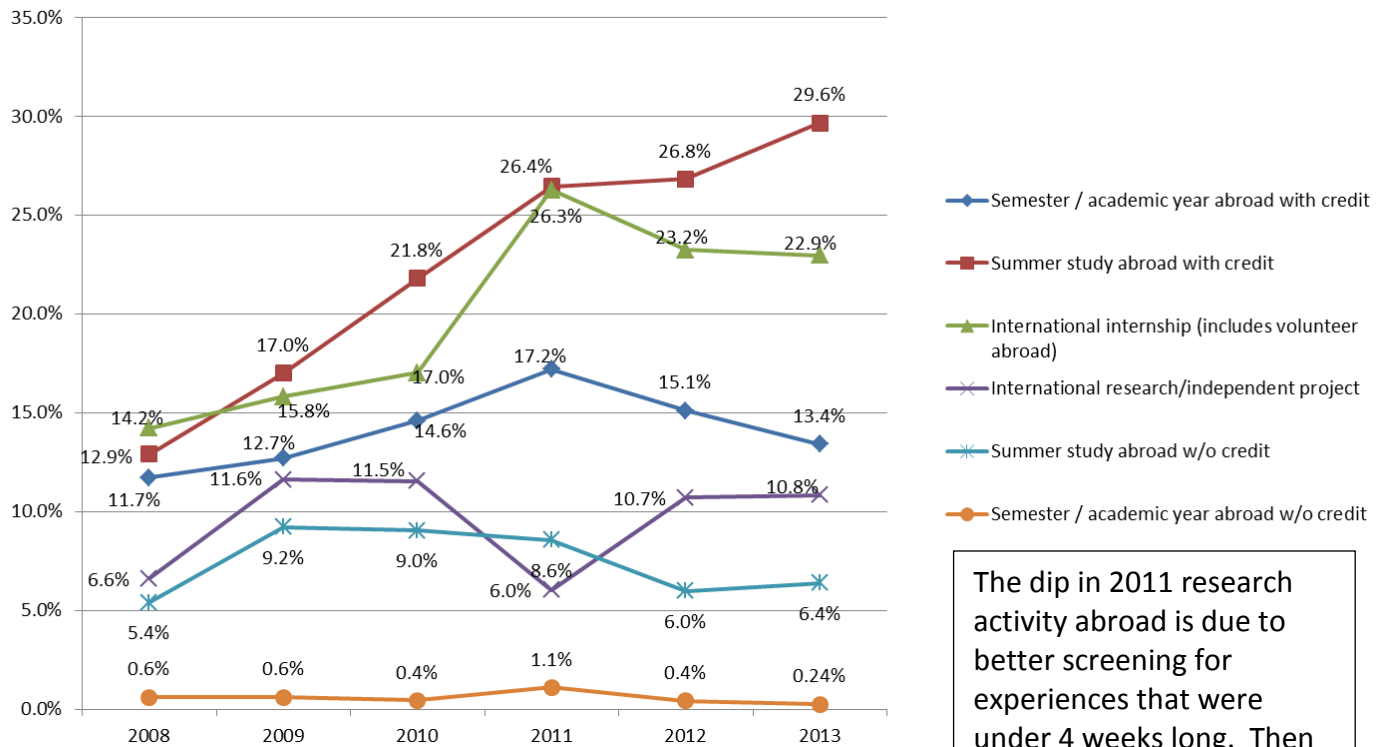
concerns (44.9%) and work or family obligations (38.5%) as the major deterrents. For both groups, if they received active discouragement from participating it was most often from parents or other relatives (18.6% semester, 14.1% summer) or from Princeton faculty or staff (16% semester, 7.7% summer).

Senior Survey of International Experiences – Class of 2013

STUDENT PARTICIPATION IN INTERNATIONAL ACTIVITIES BY TYPE OF ACTIVITY - CLASSES OF 2008 - 2013																		
Class of...	2008			2009			2010			2011			2012			2013		
	# of students	% cohort abroad	% responses	# of students	% cohort abroad	% responses	# of students	% cohort abroad	% responses	# of students	% cohort abroad	% responses	# of students	% cohort abroad	% responses	# of students	% cohort abroad	% responses
	438		1122	478		1091	549		1152	664		1192	677		1205	696		1241
Semester / academic year abroad with credit	132	29.5%	11.7%	139	29.1%	12.7%	168	30.6%	14.6%	205	30.9%	17.2%	182	26.9%	15.1%	166	23.9%	13.4%
Summer study abroad with credit	145	32.4%	12.9%	186	38.9%	17.0%	251	45.7%	21.8%	315	47.4%	26.4%	323	47.7%	26.8%	367	52.7%	29.6%
International internship (includes volunteer abroad)	160	35.7%	14.2%	172	36.0%	15.8%	196	35.7%	17.0%	313	47.1%	26.3%	280	41.4%	23.2%	284	40.8%	22.9%
International research/independent project	74	16.5%	6.6%	127	26.6%	11.6%	133	24.2%	11.5%	72	10.8%	6.0%	129	19.1%	10.7%	134	19.3%	10.8%
Summer study abroad w/o credit	61	13.6%	5.4%	100	20.9%	9.2%	104	18.9%	9.0%	102	15.4%	8.6%	72	10.6%	6.0%	79	11.4%	6.4%
Semester / academic year abroad w/o credit	7	1.6%	0.6%	7	1.5%	0.6%	5	0.9%	0.4%	13	2.0%	1.1%	5	0.7%	0.4%	3	0.4%	0.24%
Students who participated in only one activity	253	57.6%	22.9%	272	56.9%	24.9%	294	53.6%	25.5%	357	53.8%	29.9%	388	57.3%	32.2%	386	55.5%	31.1%
Students who participated in multiple activities abroad	185	42.4%	16.9%	206	43.3%	19.0%	255	46.4%	22.1%	307	46.2%	25.8%	289	42.7%	24.0%	310	44.5%	25.0%

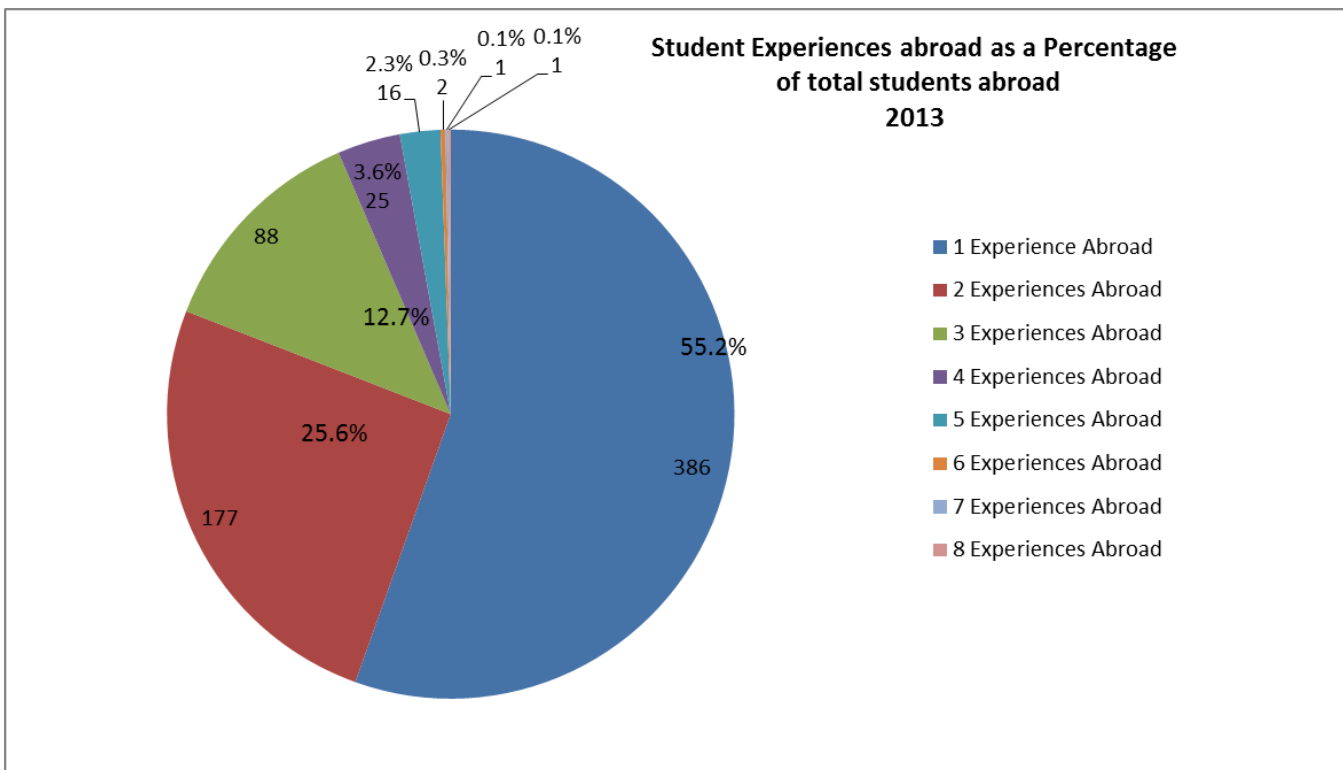
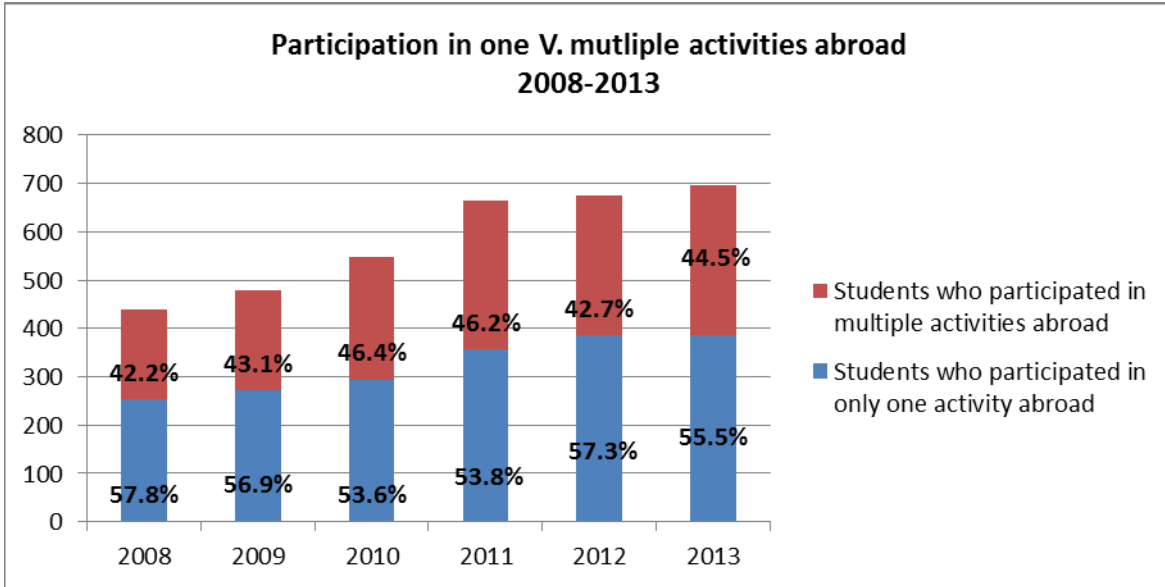
(Note: This data counts students by activity type but if they participated in more than one experience of the same type they are only counted once.)

**Number of participants in international activities as percentage of responses
2008-2013**



The dip in 2011 research activity abroad is due to better screening for experiences that were under 4 weeks long. Then in 2012 we added independent work as well as senior thesis projects.

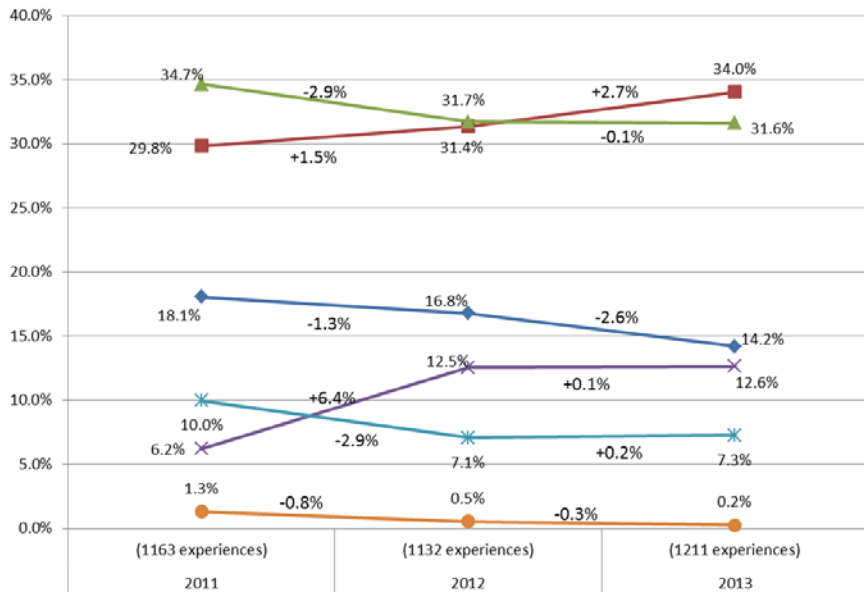
Senior Survey of International Experiences – Class of 2013



Total International Experiences for the Class of 2013: 1,211

Senior Survey of International Experiences – Class of 2013

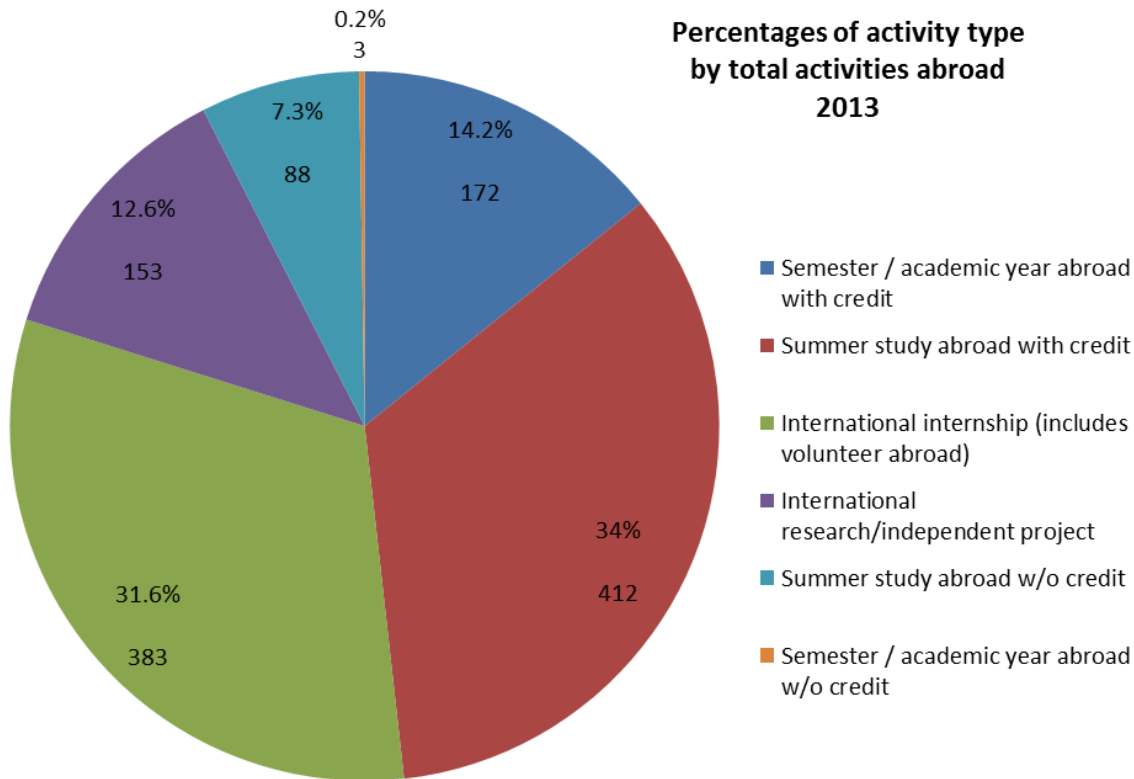
Percentage changes in types of international activities by total number of activities for the classes of 2011-2013



The total international experiences had by Princeton students went up 6.2% from 2012 rates.

The interest in international internships and summer study abroad is actually greater than we can support, decreases have to do with funding or supply, not demand from students.

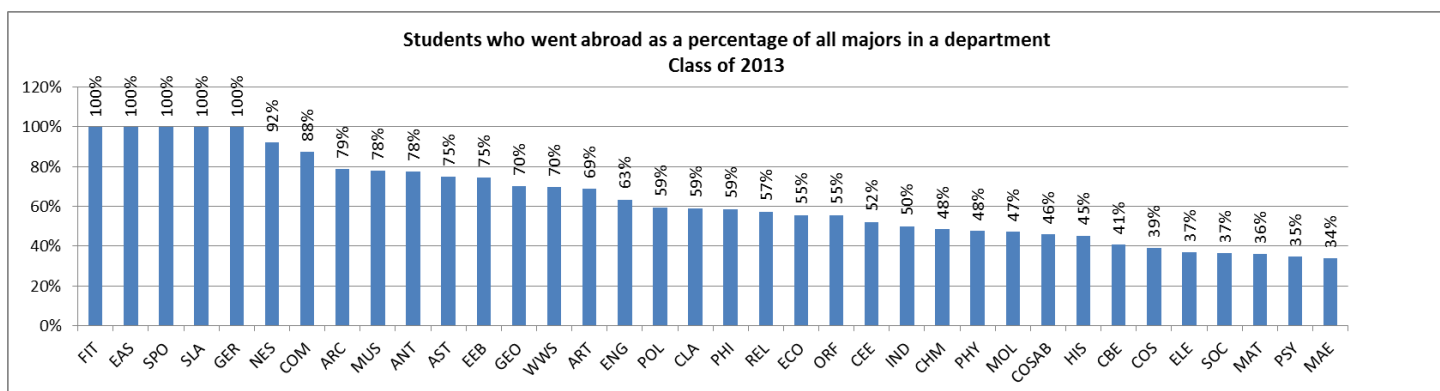
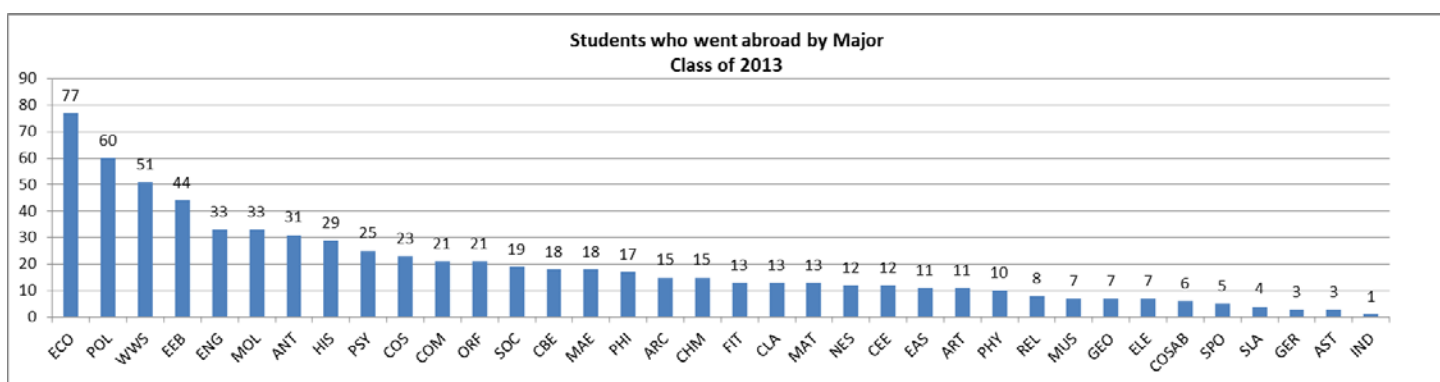
Percentages of activity type by total activities abroad 2013



The growth in summer study abroad is in line with national trends, yet the proportion of Princeton students studying abroad during the academic year is lower than in the national picture. In the most recent report by IIE, 9.1% of US undergraduates studied abroad. Of these, 41.9% participated in quarter, semester or year programs. Princeton’s rate is 29.4%.

Institute of International Education (2012) “Fast Facts Open Doors 2012”; *Open Doors Report on International Educational Exchange*; found at <http://www.iie.org/Research-and-Publications/Open-Doors>

Senior Survey of International Experiences – Class of 2013

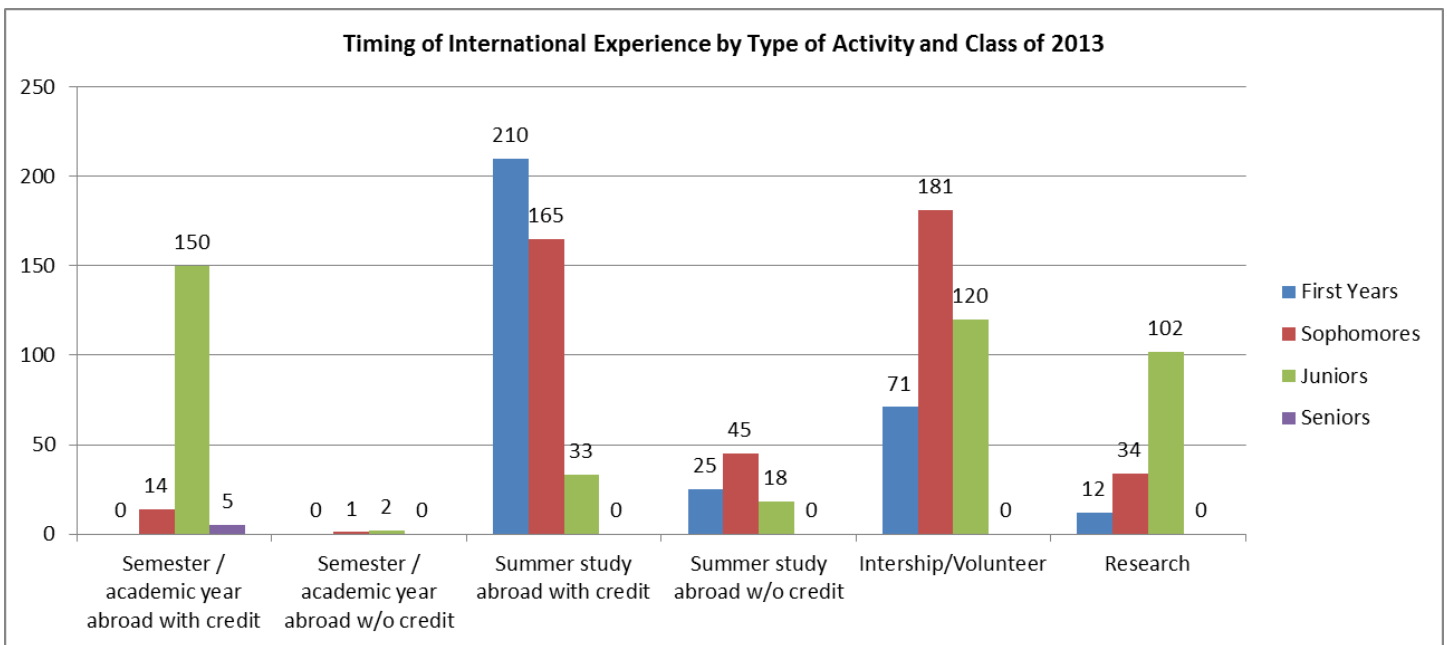


Students commented on how much their experiences abroad influenced their understanding of and choice of their majors....

- My internship involved doing research in a lab at the Finnish Forest Research Institute. It was a great way to go abroad while doing work applicable to my major (Geosciences).
- As a WWS major, I feel that study abroad was greatly important to enhancing my study of international relations and policy-making. It is impossible to know one's own country and to see the extent that policies implemented in the US affect the greater world internally. Leaving the country, hearing other opinions and meeting other peoples were critical to my education while at Princeton.
- Studying abroad in China furthered my interest in cultural studies and ultimately played a major role in my decision to become an EAS major.
- It was a thrilling experience and made me decide to be an Astrophysics major. I had an educational and fun summer and was able to see the many telescopes in Northern Chile on our various excursions, which augmented my study of astrophysics at Princeton.
- As an EAS major, studying abroad helped me perfect my Chinese, allowing me to incorporate a much greater number of original Chinese language sources into my senior thesis.
- I took a program in spoken Latin. It greatly helped me develop comfort with the language, which in turn helped with my major (CLA).

Senior Survey of International Experiences – Class of 2013

- It was my first time doing research in a biology lab, and I learned techniques that were useful for my understanding of the material relevant to my MolBio major.
- Princeton in St. Petersburg led me to become a Slavic major.
- Studying abroad really enhanced and influenced my undergraduate career. After studying abroad in Berlin with a PIIRS Global Seminar the summer after my sophomore year, I decided to change my major to one that would engage my interests more broadly (English major).
- It made me love my languages that I chose for my Comparative Literature major all the more, and has made me strongly consider going into international law.



96 students (57%) out of 169 who studied abroad for a semester had a previous international experience in the summer.

Senior Survey of International Experiences – Class of 2013

Student Responses to value of international experience at Princeton:												
	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		Total responses per question	
1. My international experience(s) enhanced my undergraduate career at Princeton.	2	0.3%	6	1.0%	21	3.5%	187	31.3%	382	63.9%	598	
2. My international experience(s) has positively influenced my professional, academic or social interests.	4	0.7%	5	0.8%	36	6.1%	235	39.7%	237	40.0%	592	
3. My international experience(s) helped me to create international networks both personal and professional.	20	3.8%	80	15.0%	61	11.5%	312	58.6%	134	25.2%	532	

The percentage of students responding who agreed or strongly agreed that their international experience(s) enhanced their undergraduate career at Princeton rose from 89.3% in 2012 to 95.2% in 2013.

Students mention many ways that international experiences enhance their undergraduate career at Princeton besides the influence on their choice of major discussed above. Below we provide some comments from the senior survey.

It helped them understand and apply coursework better:

- I had never travelled internationally before coming to Princeton, and the opportunities I was offered to do so were all incredibly exciting and academically invigorating. I realized how much support I could find here, and how much experience, rather than just schoolwork, was encouraged. Being able to interact with different cultures and learn the applicable side of class work was absolutely amazing.
- It was really great to be able to apply what I had learned in my classes to a completely different context. It's very different to read about the challenges people face in different contexts before and after you have actually experienced that context for yourself.
- Some of the most lasting memories I have come as a result of time abroad. My academics would be meaningless without a connection to the rest of the world.
- Changed my life! Fell in love with Poland and learned so much about urban planning that I never would've studied at Princeton.

Learn about leadership – especially in diverse contexts:

- My study abroad has fundamentally allowed me to obtain what I view as a liberal arts education. In learning about African culture, I became more open-minded and educated. I could not stress enough how much I believe this type of study abroad experience should be a requirement in an educational system which claims to develop "leaders".
- Whenever I went abroad, I was given the opportunity to reflect on my education and what I could do with it outside the bounds of the United States. "Was I really learning enough to accomplish the things I want to independently?" was an important question for me.
- My volunteer work through PiA was life-changing and really stretched my views. I learned so much about myself and gained the leadership skills that I will value for the rest of my life. My volunteer work during the summer after my junior year also inspired my thesis research.

Senior Survey of International Experiences – Class of 2013

Formulate research questions and conduct research:

- My experiences in Kenya and Costa Rica prepared me to conduct independent science research, to manage a project, to collaborate across cultural and language barriers and generally to function well in a global society. These were two of the most influential parts of my Princeton experience.
- My study/internship abroad experiences definitely impacted my time at Princeton. It provided a basis for my senior thesis topic and helped me develop a strong interest in Russia and Eurasia.
- I did my thesis research in a low-resource setting, and it completely broadened my perspectives of the world. It was the most rewarding experience of my life to live in villages and get to know a completely different culture and way of life. Going abroad was the best part of my Princeton experience.
- It enabled me to do senior thesis/JP research, enhanced my quality of life and understanding of different cultures, and developed language skills...it was vital to my Princeton experience.
- I learned about a subfield of my chosen field that I never would have even known about from Princeton. I chose to pursue that particular subfield in my independent work.
- My internship in South Africa really opened up my eyes to the ways of life of people in very different regions of the world. I saw strength, dignity, hardship, fear, knowledge, and friendship there that I did not understand before and could not have understood without that experience. I learned more about the world and about myself, and gained an appreciation for what I could do with my time at Princeton. My study abroad time in Oxford did similar things for me, although in a more academic and social sense. I brought back ways of thinking and scholarship that were fundamental to my completion of my senior thesis and my establishment of mentorship connections with professors.
- Doing the Princeton-Breadloaf Fellowship (sponsored by the Department of English and Middlebury's Bread-Loaf School of English), the summer after my junior year, really shaped how I approached my thesis. Through the program I took a course in English Literature and began my thesis research. Having Oxford's resources at my fingertips over the summer incredibly and indelibly shaped my thesis experience. I decided to incorporate rare books and archives into my research. Given the nature of my research, I applied for additional funding from ODOC to return to the UK to continue my archival research. Because my travels were integral to my independent research experience, I felt especially invested and excited about my thesis.

Life learning:

- Teaching at an all-girls school in rural north-eastern Ghana opened my eyes to a whole new world. I considered myself a well-traveled individual before coming to Princeton; going to Ghana proved that assumption false.
- There are a lot of ineffable experiences that come from actually BEING abroad that one just can't get reading or hearing about a place. For instance, I would have never become aware of how narrow the streets in Jerusalem are, or how there are these ugly feral cats all over the place if I had not gone. There is a real sense of atmosphere that accompanies one's experience that makes it decidedly different than other learning experiences.
- I had traveled around Europe a decent amount prior to college. Traveling to Southeast Asia gave me a whole different perspective. I could not believe a place like Bangladesh existed both culturally and socioeconomically. It really made me more aware and sensitive of what it means to live in a nation like Bangladesh and not to make assumptions about the provision of basic necessities.

Senior Survey of International Experiences – Class of 2013

Careers, graduate school and life:

- Living in another country forces you to face yourself, to understand what you might be in a world more diverse than you previously knew. That is essential not only for related studies but for understanding what kind of career you want to engage in.
- My study abroad at Oxford allowed me to be exposed to law as an undergrad, which is not possible in the US. As an aspiring lawyer, that was very important to my career plans as well as my senior independent work, as I wrote my thesis on legal philosophy, an extension of the work I did at Oxford.
- It encouraged me to apply for graduate programs in England, opened my eyes to the way that different cultures approach problems and questions in their own ways, and gave me the confidence to explore new places and experiences beyond my comfort zone. Definitely one of the best experiences I've had at Princeton.
- Being in Egypt taught me some of the most valuable lessons about who I am, what I believe, my values and how to take care of myself.
- Working at Archipelagos Institute of Marine Conservation in Samos, Greece gave me a great sense of understanding what it takes to be a marine biologist in the field. This was one of the experiences that made me choose my major, EEB, and to pursue marine biology next year in grad school.

We also asked those who did not go abroad to indicate why they did not go. These are their responses.

Reasons for not going abroad - Summer: Class of 2013				
Reasons:	# of responses: Men (340)	# of responses: Women (262)	total # of responses	% of students who did not go (602)
Lack of interest	162	70	232	38.5%
Work/Family Obligations	101	105	206	34.2%
Financial Concerns	76	114	190	31.6%
Other Factors	46	60	106	17.6%
No explanation provided	12	21	33	5.5%
Internship/Job/research opportunities in USA	16	8	24	4.0%
Was not accepted into program	3	14	17	2.8%
No program opportunities in my country/discipline of interest	3	4	7	1.2%
Miscellaneous	4	2	6	1.0%
International Student	3	1	4	0.7%
Pre-medical student requirements	1	2	3	0.5%
Went abroad on my own	3	0	3	0.5%
Health concerns	0	2	2	0.3%
Miss my friends	0	2	2	0.3%
Was not aware of opportunities	1	1	2	0.3%
No enough places on Global Seminars	0	2	2	0.3%
Eating club	0	1	1	0.2%
Varsity Athletics	62	38	100	16.6%
Discouragement from:				
Parents/Relatives	18	43	61	10.1%
Faculty/Staff	7	19	26	4.3%
Peers	10	10	20	3.3%
Other	2	1	3	0.5%
Health concerns	0	1	1	0.2%
No other factor given	2	0	2	0.3%

Senior Survey of International Experiences – Class of 2013

The Princeton data on reasons women did not go abroad falls in line with national research that shows female students are more likely to listen to authority figures (parents and faculty) in making decisions about college¹ and study abroad specifically².

Reasons for not going abroad - Semester/Year: Class of 2013				
Reasons:	# of responses: Men (554)	# of responses: Women (518)	total # of responses	% of students who did not go (1072)
Departmental Requirements	216	225	441	41.1%
Lack of interest	215	122	337	31.4%
Independent Work	123	152	275	25.7%
Financial Concerns	94	128	222	20.7%
Other Factors	97	114	211	19.7%
Miss Princeton/Enjoy Princeton too much	31	22	53	4.9%
Miss Princeton academic quality/courses	8	12	20	1.9%
Miss my friends	7	10	17	1.6%
Pre-medical requirements	4	11	15	1.4%
International Student	6	5	11	1.0%
Internship/Job/Graduate School applications	5	4	9	0.8%
Did not meet requirements (GPA, Language, etc)	6	3	9	0.8%
No program opportunities in my country/discipline of interest	5	4	9	0.8%
RCA position	1	7	8	0.7%
Completing academic requirements at Princeton	4	4	8	0.7%
Didn't plan ahead	4	2	6	0.6%
Eating clubs/bicker	2	3	5	0.5%
Health concerns	1	3	4	0.4%
Miscellaneous	1	3	4	0.4%
Went abroad while on leave	3	0	3	0.3%
Bureaucracy of applying	2	0	2	0.2%
Department Representative	1	1	2	0.2%
OIP	1	0	1	0.1%
No explanation provided	8	17	25	2.3%
Varsity Athletics	113	93	206	19.2%
Other Extracurricular Activities	69	77	146	13.6%
Effect on GPA	42	41	83	7.7%
Discouragement from:				
Parents/Relatives	49	76	125	11.7%
Faculty/Staff	38	62	100	9.3%
Peers	46	39	85	7.9%
Other	5	11	16	1.5%
Coaches	1	4	5	0.5%
No other reason given	2	2	4	0.4%
Department	1	2	3	0.3%
Host university/program	1	1	2	0.2%
Language requirement	0	1	1	0.1%
OIP	0	1	1	0.1%

¹ Mansfield, PM & Warwick, J (2005) "Gender Differences in students' and parents' evaluative criteria when selecting a college"; *Journal of Marketing for Higher Education*; 15 (2): 47-80

² Salisbury MH; Paulsen MB; Pascarella ET (2010) "To See the World or Stay at Home: Applying an Integrated Student Choice Model to Explore the Gender Gap in the Intent to Study Abroad"; *Research in Higher Education*; 51: 615-640

Appendix G

CITR Members for 2013-14

Jeremy I. Adelman (Chair), Walter Samuel Carpenter III Professor in Spanish Civilization and Culture. Professor of History. Director, Chair, Fund for Canadian Studies. Council for International Teaching and Research

Ileana M. Cristea, Assistant Professor of Molecular Biology

Cole M. Crittenden, Associate Dean for Academic Affairs, Office of the Dean of the Graduate School

Diana K. Davies (Secretary), Vice Provost for International Initiatives, Office of the Provost

Jay Dominic, Vice President for Information Technology and Chief Information Officer

Claire Gmachl, Eugene Higgins Professor of Electrical Engineering. Vice Dean, School of Engineering and Applied Science

Tom Hare, William Sauter LaPorte '28 Professor in Regional Studies, Professor of Comparative Literature. Acting Director, Program in East Asian Studies

Nancy A. Kanach, Senior Associate Dean of the College

Stephen Kotkin, John P. Birkelund '52 Professor in History and International Affairs. Acting Director, PIIRS

Clayton K. Marsh, Deputy Dean of the College

Cecilia Rouse, Dean, Woodrow Wilson School. Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education. Professor of Economics and Public Affairs, Woodrow Wilson School

Daniel M. Sigman, Dusenbury Professor of Geological and Geophysical Sciences. Professor of Geosciences

Nigel Smith, William and Annie S. Paton Foundation Professor of Ancient and Modern Literature. Professor of English

Tracey Storey, Associate Director, Development Priorities, Office of Development

Toni Turano, Associate Dean of the Faculty

Leonard Wantchekon, Professor of Politics.

Deborah J. Yashar, Professor of Politics and International Affairs, Woodrow Wilson School

Appendix H

Dean of the College Letter to Departments re: International Content Courses

TO: Program Administrators

FROM: Valerie A. Smith

RE: Undergraduate International Content Courses and the Reaccreditation Process

DATE: February 11, 2013

Every ten years Princeton must undergo reaccreditation by the Middle States Commission on Higher Education. For its 2014 reaccreditation, Princeton has selected the theme of internationalization as the special focus for its self-study. I write to ask for your assistance in gathering information about the international course offerings and other internationally-focused instruction that take place in your department. By assembling a database of undergraduate academic enterprises with a focus on internationalization, we hope to establish a baseline for our analysis of Princeton's current position -- an analysis that could lead to recommendations for change.

Please provide my office with a list of all undergraduate "international content courses" offered in your departments over the past five years (2008-09 through 2012-2013). To facilitate this review, you will soon receive from the Registrar a spreadsheet listing of all courses that your department has offered during this period. We ask that you mark the international content courses on the spreadsheet and return it to Pamela Houston (ph6@princeton.edu), Administrative Assistant, Office of the Dean of the College, G005 Hargadon Hall, by **March 1**. Please feel free to rely upon staff or departmental colleagues to assist you with this project.

For purposes of our study, an "international content course" is defined as an undergraduate course primarily aimed at increasing the knowledge of Princeton students about the modern world outside of the United States. "Modern" will be taken here simply to mean "neither ancient nor medieval." Attached are guidelines for identifying international content courses as well as several examples of what might constitute such a course within a given discipline.

We leave it up to your department ultimately to decide which of your undergraduate courses qualify as international content courses, if any. **Should questions arise as to whether a specific course qualifies, you should consult with the instructor in the first instance.** Further questions should be addressed to Mark Beissinger (mbeissin@princeton.edu), Director of PIIRS and a member of our Accreditation Steering Committee.

We also request that you fill out a short questionnaire (attached) and return it with the spreadsheet identifying your international content courses. Your responses to these questions will help us to contextualize the data we are collecting and to answer some of the key questions to be addressed in our self-study.

Thank you in advance for aiding the University in this crucial part of our reaccreditation process.

Guidelines for Identifying International Content Courses

You should consider an undergraduate course in your department to be an international content course if: (1) at least 50 percent of the content of the course focuses on modern societies or cultures other than the United States; and (2) the course has, as evidenced in its course description or syllabus, one or more of the following goals:

- a) To promote knowledge about particular societies or cultures
- b) To promote comparison across societies or cultures
- c) To promote knowledge about the human (*i.e.*, social, economic, political, or cultural) dimensions of global issues
- d) To promote knowledge about relations between societies or cultures
- e) To promote knowledge of a foreign language actively spoken by a language community today
- f) To provide a structured opportunity for students to connect firsthand with other societies or cultures

Thus, international content courses are distinguished from other undergraduate courses by their focus on the modern world outside the United States and by their promotion of international knowledge, perspectives, and understanding among Princeton students. This need not be the singular goal of an international content course, but it should be among the course's primary goals.

For purposes of our departmental survey for the reaccreditation self-study:

- A theater course on Shakespearean drama would not normally be considered an international content course if it focused solely on performing or analyzing Shakespeare's works as works of drama. But a course on Shakespeare's life and drama could qualify if one of its primary goals was to promote knowledge and understanding of modern English culture or society through Shakespeare's works.
- A course on the ancient Greek language would not normally qualify as an international content course. But a course on the modern Greek language would qualify as an international content course, as it promotes knowledge of a foreign language actively spoken by a language community today.
- A course on Ovid would not normally be considered an international content course. But a course on Ovid could qualify if it examined the relationship between Ovid and modern European poetry and at least half of the course was devoted to illuminating the latter.
- An art and archeology course on the practice of excavation would not normally qualify as an international content course. But an art and archeology course on ancient Chinese art might qualify if one of its primary goals was to promote an understanding of the history and aesthetics of modern Chinese civilization.
- A philosophy course on nineteenth-century German philosophy would not normally be considered an international content course. But a cultural studies course on intellectual developments in Germany over the nineteenth century would likely qualify if it aimed primarily to promote knowledge of modern German culture or society.

- A sociology course on the ethnographic method would not normally be considered an international content course unless at least 50 percent of its content dealt with societies or cultures other than the United States.
- An economics course on financial crises would not normally be considered an international content course unless at least 50 percent of its content dealt with the global dimensions of financial crises and/or financial crises outside of the United States.
- An engineering course on sustainable technologies would not normally be considered an international content course. But an engineering course that sought to develop sustainable technologies specifically for less developed countries might qualify if one of its goals was to promote knowledge of the social, economic, political, or cultural dimensions of the issues facing less developed countries.
- An environmental studies course on the biology of coral reef ecosystems would not normally qualify as an international content course. But an environmental studies course on global challenges of sustaining coral reef zones might qualify if at least 50 percent of the course dealt with coral reefs in countries other than the United States and one of the main purposes of the course was to promote knowledge of the human dimensions of global coral reef contraction and management.
- A biology course on the genetics of infectious disease would not normally qualify as an international content course. But a public policy course on the global HIV/AIDS epidemic would, assuming that one of its primary goals was to focus significant attention on the social, economic, political, or cultural dimensions of the epidemic and at least 50 percent of its content dealt with societies other than the United States.

[Return to Report](#)

Appendix I

International Content Course Survey Data Set

This Excel workbook is available upon request.

Appendix J

International Content (IC) Course Survey Figures 1-6

**Figure 1: Number of IC Courses Taught
at Princeton over the Last Five Years**

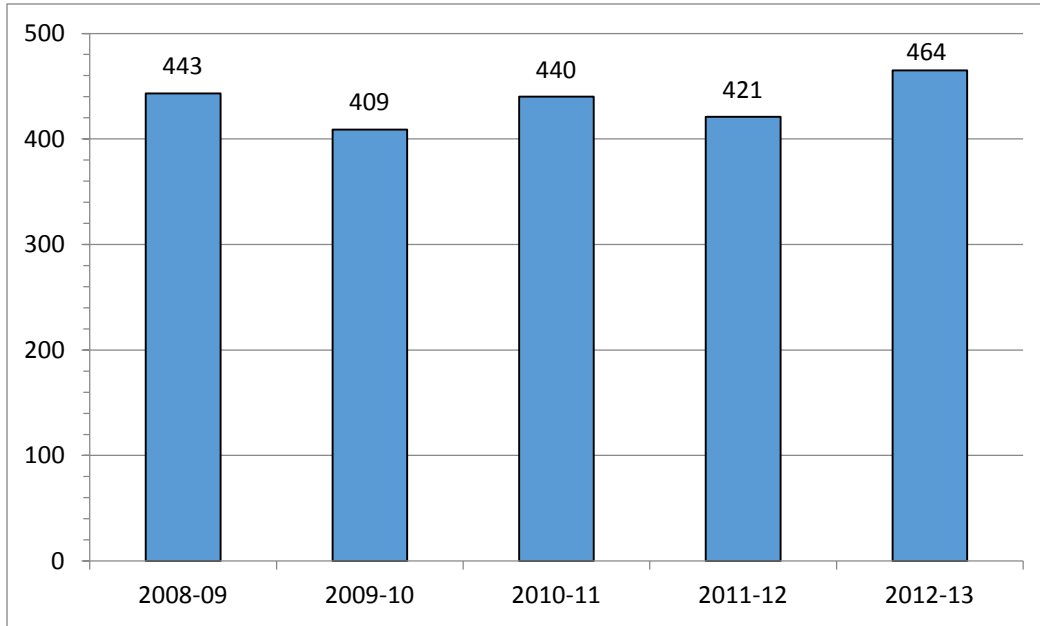


Figure 2: Number of IC Courses by Division, 2008-09 to 2012-13

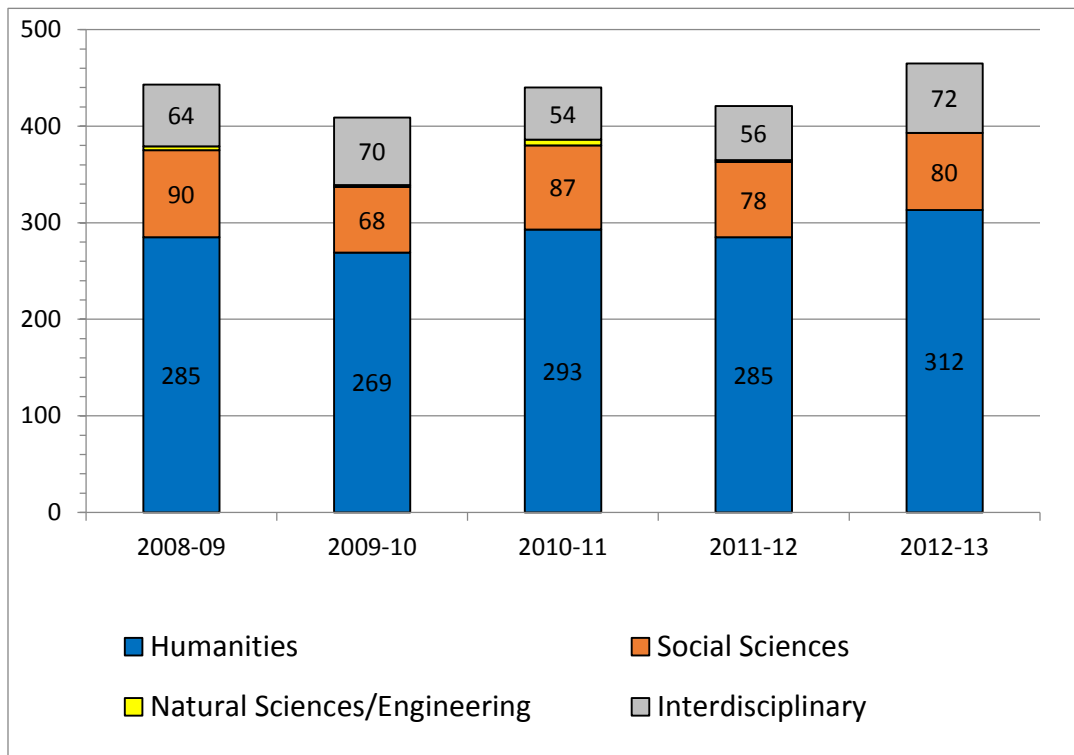


Figure 2a: Percentage of International Content Courses by Division, 2008-09 to 2012-13

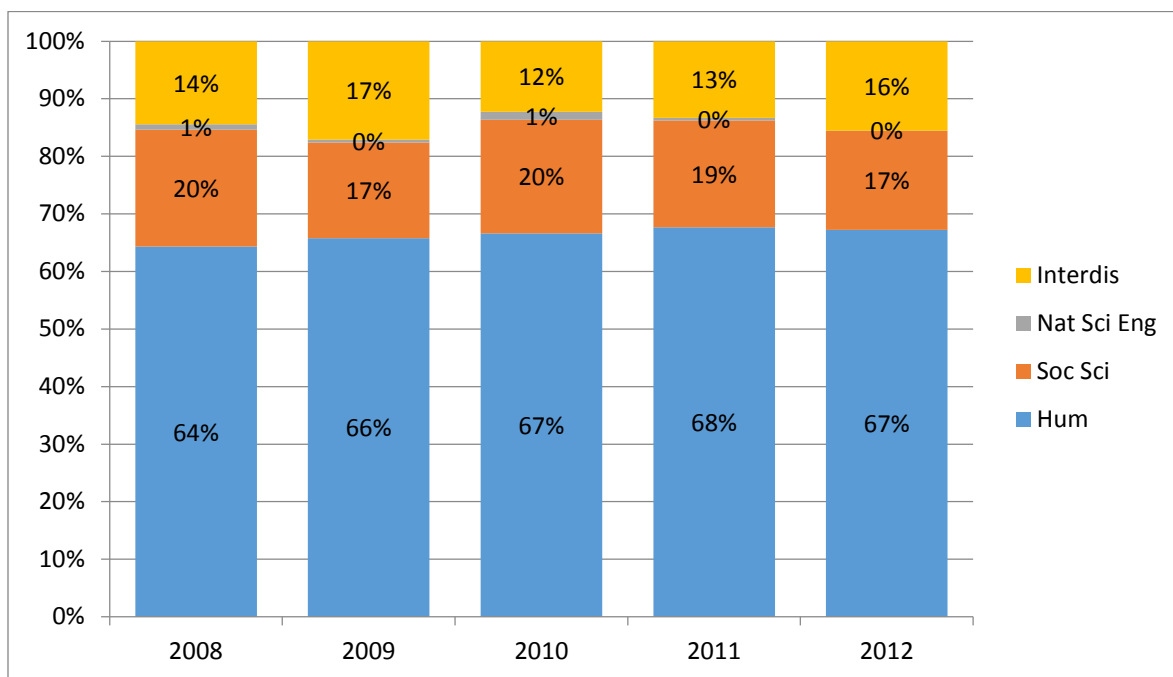
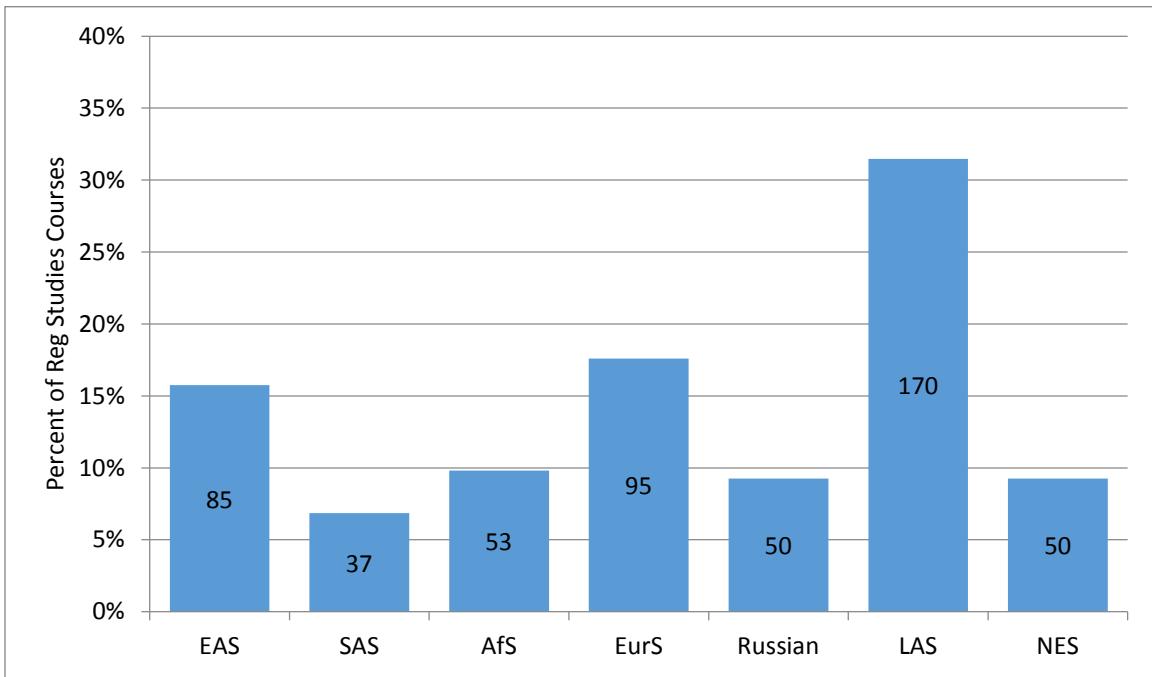
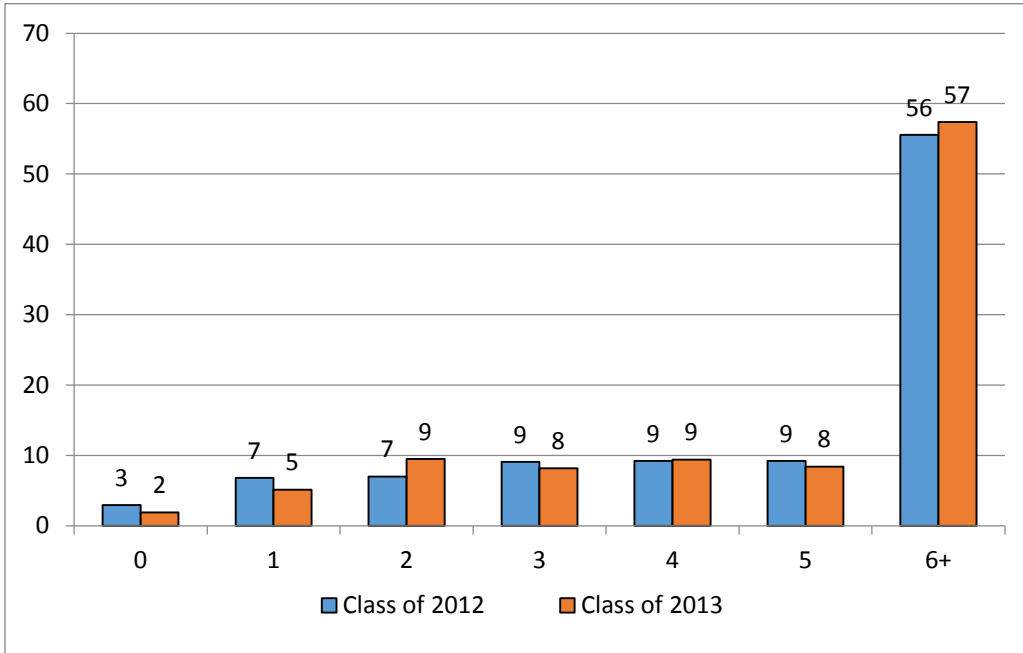


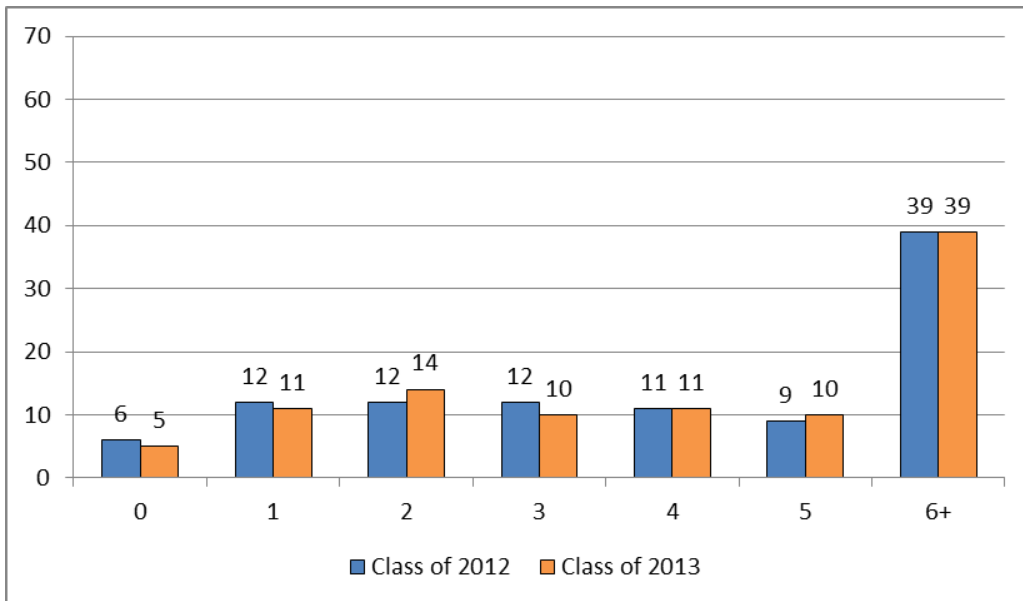
Figure 3: Non-Language IC Courses by World Region



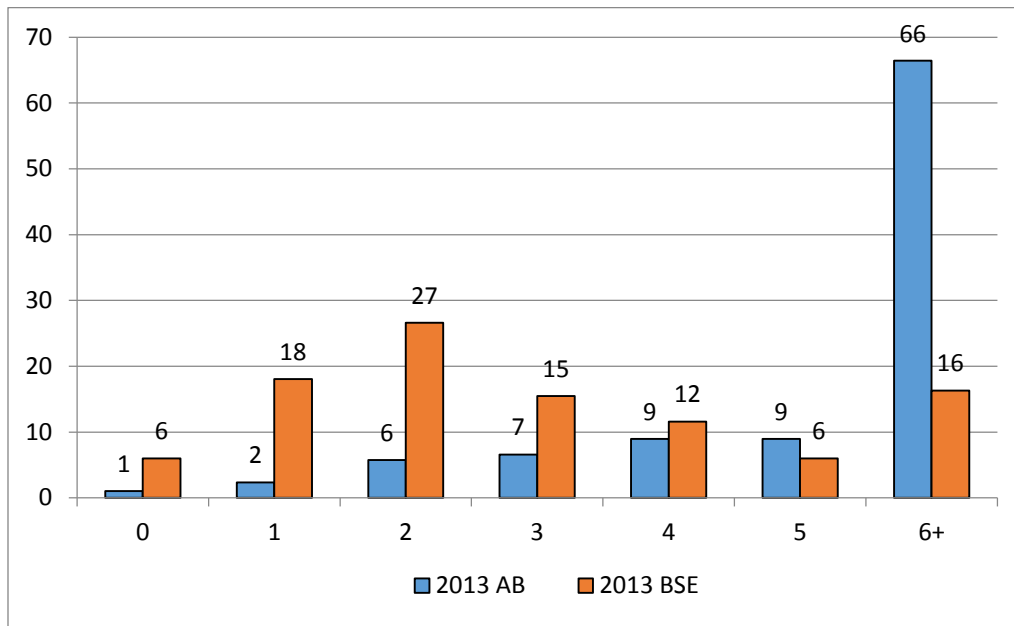
**Figure 4: Percent of Graduating Seniors Who Took IC Courses
(Number of IC Courses Taken)**



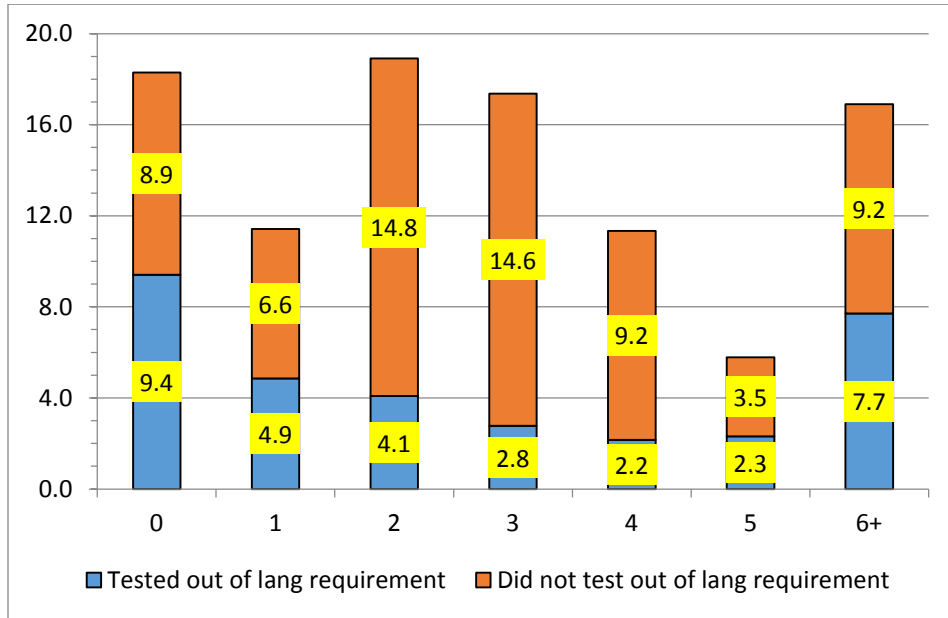
**Figure 4a: Percent of Graduating Seniors Who Took IC Content Courses
(Number of IC Courses Taken Not Including 100-Level Language Courses)**



**Figure 5: Percent Taking IC Courses by AB/BSE Degree, Class of 2013
(Number of International Content Courses Taken)**

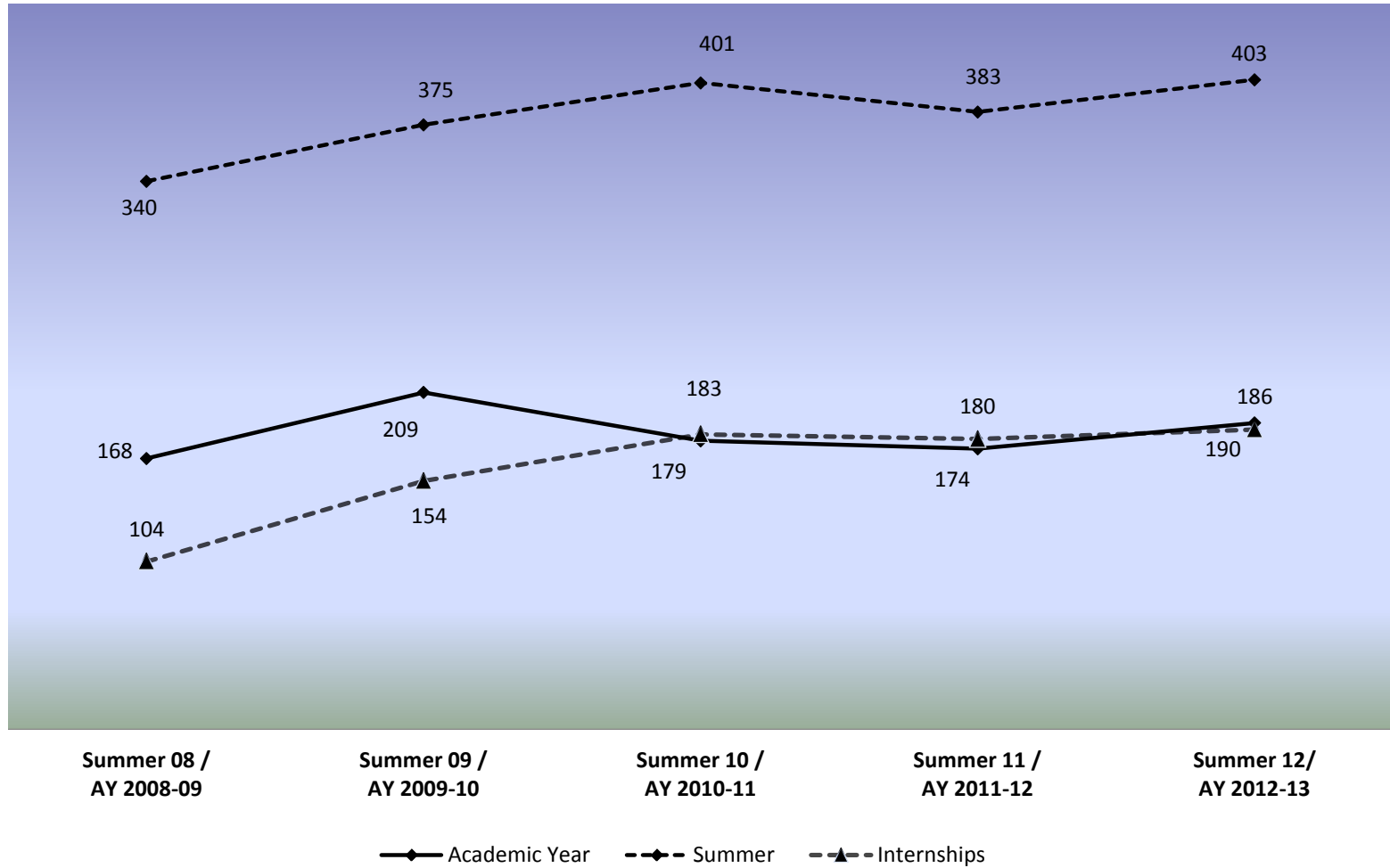


**Figure 6: Percent Taking Language Courses,
Including Those Who Tested Out of Language Requirement, Class of 2013
(Number of Language Courses Taken)**



Appendix K

Office of International Programs Study Abroad/Internship Participation—Academic Year and Summer 2008-09 to 2012-13



Appendix L

International Program Offerings for Princeton Undergraduates

	Pre-matriculation	Freshmen	Sophomores	Juniors	Seniors	Post-graduation	Break or embedded	Term time	Summer	Pre-concentration	Humanities	Social Sciences	Science, Engineering	NO AP/Limited AP	No Foreign Lang. Proficiency
Bridge Year	X							X		X				N/A	X
Embedded in Courses		X	X	X	X		X			X	X	X	X	X	X
Princeton-Approved Study Abroad			Spring	X	Fall			X	X	X	X	X	X	*	
Princeton-Run Term Program (EEB)			X	X				X					X	N/A	
Exchange			Spring	X	Fall			X			X	X	X	*	
Policy Task Force				X				X				X		N/A	
Hybrid Programs				X				X			X				
Global Seminars			X	X					X	X	X	X	X	X	X
Princeton-Run Summer Study Abroad			X	X	X				X	X	X	X	X	X	*
IIP			X	X	X				X	X	X	X	X	X	X
Other Internships			X	X	X				X	X	X	X	X	X	
JiW & Thesis Research				X	X		X		X		X	X	*	X	*
Princeton in Asia, Africa, Latin America						X	N/A	N/A	N/A						X
<i>Sophomore Course Abroad</i>			Fall	Option				X		X	X	X	*		X
<i>Beijing Program</i>			X	X	Fall			X			X	X	X	N/A	X

Notes:

Class year includes “rising” summer

No Foreign Lang Proficiency = this program could be appropriate for a student with no proficiency in the language of the host country

No or Limited AP = this program will not limit a student’s ability to complete Gen Ed or distributional requirements according to a normal timeline (N/A here may mean that the program has no relevance to credit accumulation or is designed for juniors and seniors who are completing concentration requirements)

Disciplinary areas = An * will normally mean that program relevance is based on the particular concentration requirements and how closely the program is designed to meet these requirements.

Appendix M

IIP Applications and Placements

IIP Placements (IIP):

- Internships developed by the IIP staff.
- 8-week internships reserved specifically for Princeton students and administered by the IIP in close contact with each intern's direct supervisor.
- In 2013: 636 applications and 166 interns funded.

Student-initiated internships (SI):

- 8-week internships that students create through their own networks.
- Reviewed carefully by the IIP for quality before being considered for funding by IIP.
- In 2013: 78 applications and 10 interns funded (partial funding)

Princeton in France (PIF):

- Added in 2007
- 4 to 6-week internships in France. Students are introduced to French culture by working side by side with the French. French 207 required.
- In 2013: 45 applications, and 22 interns funded.

PIIRS Global Seminars internships:

- Added in 2009.
- 4 week internships that take place directly after the Global Seminar, and their goal is to expose students to the work environment of the culture they have encountered in the Global Seminar program.
- In 2013: 4 applications, 1 intern funded. These applications will vary from year to year depending on the site and mostly the lateness of the dates of each Global Seminar.

German Summer Work Program (GSWP):

- Added in 2012
- 4- to 6-week internships in Germany and Austria. Students become part of the countries' work force and are imbedded in their social structure
- In 2013: 25 applications, and 16 interns funded.



THE INTERNATIONAL INTERNSHIP PROGRAM

PRINCETON UNIVERSITY 2013

The International Internship Program (IIP) seeks to provide Princeton students with the opportunity to experience a work environment abroad that allows them to explore and expand their academic interests and career goals. Immersion in a work environment in a different culture equips students with skills that go beyond the specific internship experience and contributes to their development as leaders in a globalized world.

OUR MISSION

The International Internship Program strives to offer high quality placements in which students make a meaningful contribution to the sponsoring organization and receive the necessary direction to ensure a rewarding experience that will enhance their undergraduate education. We seek to offer structured placements throughout the world and in diverse areas of interest. Each IIP placement requires (1) an eight-week commitment, (2) a dependable, well-run organization that understands the value of an internship as part of a student's academic life, (3) clearly defined, meaningful work responsibilities, and (4) substantive communication between the IIP and the employer as well as the student and the employer before and during the internship. We hope that through an IIP internship students gain self-reliance, adaptability, respect for foreign cultures, and the ability to manage challenging situations effectively and independently, as well as insight into their academic and career goals.

OVER A DECADE OF GROWTH

The IIP celebrates its 13th anniversary this year. In the summer of 2000, the IIP sponsored seven Princeton interns overseas. This summer, thirteen years later, the program is sponsoring 215 interns in 49 countries in areas of interest that include architecture, archaeology, and the arts; biology and environmental studies; bioscience and bioengineering; economic development and sustainability; engineering and computer science; finance and marketing; public health and medicine; and political science, sociology, and anthropology.

Year	2000	2005	2007	2008	2009	2010	2011	2012	2013
Interns	7	75	76	104	154	183	180	186	215

OUR PROGRAMS

Each year the IIP supports internships that have been developed by the IIP staff. These placements are eight-week internships reserved specifically for Princeton students and administered by the IIP in close contact with each intern’s direct supervisor.

The IIP also funds internships that students create through their own networks. These student-initiated opportunities are reviewed carefully by the IIP for quality. Many of them have the potential to become future IIP internships.

Since 2007, the IIP has also administered the Princeton in France (PIF) program, which sends Princeton undergraduates on four-to-six-week internships in France. Students are introduced to French culture by working side by side with the French, speaking their language and sharing their daily routine as *stagiaires*. Beginning in 2012, IIP started administering the German Summer Work Program. For more than 50 years, the Princeton German Department’s Summer Work Program has offered Princeton students a unique opportunity to improve their language skills while learning about German and Austrian culture. The students become part of the countries’ work force and their social structure, and they learn through everyday contact, about people’s attitudes, values, and aspirations.

In 2009, the IIP initiated a pilot program with the Princeton Institute for International and Regional Studies (PIIRS) through which four-week internships are offered to students who complete a six-week PIIRS Global Seminar. These internships take place directly after the Global Seminar, and their goal is to expose students to the work environment of the culture they have encountered in their classroom and volunteer experiences in the Global Seminar program.

This year the IIP reviewed 788 applications.



WHAT MAKES IIP SPECIAL

The IIP ensures that students are given high quality work responsibilities.

The IIP achieves this goal through an intense level of communication throughout the year with direct supervisors and through an extensive vetting process. Each year, the IIP revamps its offerings by evaluating and improving the work responsibilities of each internship placement and by creating and eliminating internships. In the fall of 2012, the IIP created more than 120 placements and eliminated 12.

“This internship really made me hungry for more experiences in foreign places where I would get to explore a new culture. I have always considered becoming a teacher, and this experience definitely made me realize that I want to work with children in some capacity when I graduate. Also, I am in the sociology department and for my junior paper I decided to further pursue my interest in Indian culture through an examination of the arranged marriage system in India.”
Allison Behringer '12, Udayan Care, Greater Noida, India

The IIP offers over 450 opportunities in 65 countries in all fields of interest.

Students who apply to IIP can choose from about 450 opportunities in about 65 countries. Many new opportunities are created each year through direct connections with Princeton alumni and faculty, who are crucial participants in the assessment of the quality of the overall internship and the design of the work responsibilities given to the students. Through these relations the IIP created new placements in the fields of technology, human rights, civil engineering and architecture, economics and finance, environment, education, among other fields. In addition to the diverse placements that IIP offers, the program also provides support for student-initiated placements.

“I am a junior in the Sociology department, and during my internship in summer 2012, I was involved an urban agriculture project that seeks to train residents of two poorer communities in organic cultivation, and install vegetable gardens in their yards or roofs. My experience provided challenging opportunities to use my Portuguese, taught me lessons about cooperation and trust, and gave me valuable insight into how NGOs operate, especially in the Brazilian context. It also gave me inspiration for thesis topics, confirmed my interest in the Latin American Studies certificate, and motivates me to seek out chances to work or study in Brazil after graduation.” **Peter Smith, '13, Institute of Religious Studies, Rio de Janeiro, Brazil**

IIP provides a comprehensive preparation program prior to departure.

The interns attend one-on-one meetings with IIP staff during which a briefing checklist is reviewed step by step, and we require that students must be in contact with their direct supervisors to establish their work responsibilities as soon as possible; we also encourage students to meet with faculty members on campus to discuss their projects and ask for advice about how to their work in the internship might be

used in their studies and research at Princeton upon return. The IIP also organizes small group meetings with interns in selected fields to meet with faculty who have agreed to advise them on these issues. For instance, students doing internships related to education meet with the Program in Teacher Prep representatives, and global health students meet with faculty from the Center for Health and Wellbeing/ Global Health Program. Since many of our interns are participating in research of various types and at many different levels during their internships, they were offered the possibility of attending a workshop on Methods and Ethics of Research, presented by Peter Locke, from the Center for Health and Wellbeing.

A “Health Meeting” is organized by IIP staff and University Health Services that is mandatory for all students. Students who are going to certain destinations are required to make appointments with Health Services to discuss required immunizations and other health related travel planning issues.

Beginning this year, IIP organized the Cultural Awareness dinners. These dinners presented in partnership with several departments, programs, centers, including: Career Services, the Global Health Program, Princeton in Latin America, Princeton in Africa, Princeton in Asia and members of faculty provided our students with the opportunity to access direct expertise on the cultural nuances, and cultural and social life in their respective country of travel.

“I attribute the empowering and transformative impact of my Princeton journey to the voices that shaped me, the challenges that strengthened me, and the opportunities I had to get some dirt under my fingernails abroad. I credit my internship abroad for enabling me to enact Princeton's informal motto of being in the service of all nations but also for enhancing my ability to be independent.”
Sitraka Andriamanantenasa '11, Endeavor, Amman, Jordan

IIP encourages its interns to be in touch with alumni in the United States and abroad, share their plans and ask for advice on how to improve their experience from the professional point of view. Students are also required to attend a Cultural Awareness dinner, where they meet faculty members as well as other experts in the cultures the students will be immersed in. These dinners are a very successful collaboration between IIP and many other entities on campus – Apart from the various departments and programs, IIP counted on the support of the Davis International Center, Career Services, Princeton in Asia, Princeton in Africa and Princeton in Latin America.

All students are presented with the opportunity to sign up for the Friends Abroad List (a database for all Princeton students going to the same country that is created by the Office of International Programs).



IIP maintains intense summer communication with interns and employers.



In addition to being in direct contact with each intern via e-mail or cell phone as needed, the IIP sends students four surveys throughout the summer. These surveys help IIP to gauge the students' experiences and enables IIP to help improve those experiences. The first communication is a preparation survey. This survey is sent in May to confirm that students are in contact with their direct supervisors and to assess the quality of their projects and logistical arrangements. The next

communication is an initial check-in to gauge first impressions and to ensure that the internship experience is off to a good start.

Midway through the intern's experience, IIP requests a mid-term report. This is a very valuable tool because it is the primary communication that enables IIP to assess the on-going internship and make any changes necessary to improve the students' experiences. The last communication in the summer is the final evaluation, in which the students reflect upon the complete experience. This evaluation provides valuable information for students in subsequent years.

"To say that my IIP experience was a life-changing one seems insufficient; it allowed me to explore, appreciate, and understand my passions and myself to a degree previously unknown ... My internship showed me a new way of being, of living, that is the greatest gift I have ever received." **Grace Remington '11, Fortaleza de la Mujer Maya, San Cristóbal de las Casas, Mexico**



IIP interns enjoy a diverse re-entry program.



The IIP provides a number of ways for returned interns to share their experiences and build upon them. Students are assigned to debriefing sessions that enable them to share their experiences with others. These sessions include PowerPoint debriefing sessions in the residential colleges for future applicants, small group discussions with other students and IIP staff, and small group discussions with administrators, faculty, alumni, and/or development staff. In addition, students have the opportunity to participate in video documentation of their experience, a photo contest and exhibition, and a recipe contest. Students also have the opportunity to attend a "Marketing your International Experience" workshop sponsored by Career Services that enables them to present their experience in resumes and interviews effectively.

"I spent two months of summer 2012 in La Paz and Tarija, Bolivia as part of my internship with Child Family Health International. I participated in clinical rotations at different pediatric clinics and hospitals, including Hospital del Niño. It was amazing learning first-hand the socioeconomic and cultural obstacles patients and doctors encounter in treating preventable diseases caused by poverty, poor sanitation, and malnutrition. The internship definitely deepened my interest in pursuing a career in the medical field and gave me a unique experience and glimpse into the complex relationship between medicine and culture. I would definitely recommend this program to anyone interested in global health or a career in health care." **Sherene Agama '14, Child Family Health International, La Paz and Tarija, Bolivia**



An IIP experience encourages students to study abroad.



Each year, many Princeton IIP alumni return to campus and decide to study abroad for a semester or an academic year. IIP students have gone on to study in Cuba, England, France, Senegal, Jordan,

China, and many other countries directly after their international internship experience. These experiences abroad further improve their language ability and students are able to achieve fuller immersion in the foreign cultural environment.

“The internship strongly reinforced my academic interests in Latin America, the Spanish language, the governance of developing countries, and U.S.-Latin American relations. It made me even more confident in my decision to concentrate in WWS and get a certificate in Latin American Studies. The experience also made me decide 100% that I want to study abroad next semester in Havana. This internship was a fantastic and rare opportunity to work directly in a foreign government and greatly improved my Spanish proficiency.” **Julia Kaplan '12, Institutional Reform Undersecretariat, Argentine Cabinet, Buenos Aires, Argentina**



IIP supports special initiatives.



During the summer of 2013, we will enhance our social media strategy to meet the needs of our students, develop and re-assess placements to ensure that we have placements in as many diverse areas as possible. We also plan on improving the assessment tools sent to employers and to our partners in the University.

In 2013, IIP will take a leading role in creating an International Internship advisory board with other Ivy League institutions and other well-known universities that have strong international internship programs. At the same time, we will continue to find different ways in which to collaborate with other Princeton programs.

“Through IIP, I interned with the Venture and Fellowship programs team of Ashoka India, an international non-profit organization that is focused on social entrepreneurship. At Ashoka I was treated like a co-worker, not just an intern; I worked on everything from writing Ashoka literature to collecting Fellow data to helping facilitate a Fellow summit on solutions to malnutrition in India. I also wrote my first ever magazine article -- on social capital -- which is being published in Ashoka's upcoming Fellowship magazine. These responsibilities gave me invaluable experience in the non-profit sector, where I am now hoping to work after Princeton.” **Tadesh Inagaki '13, Ashoka India, Bangalore, India**

IIP INTERNSHIP STORIES

Jen Kim '13

Civil and Environmental Engineering Concentrator
Bridges to Prosperity
Ngororero District, Rwanda

As a civil engineering major pursuing a certificate in values and public life, working for Bridges to Prosperity (B2P) in Rwanda was a great opportunity to see how the two very different areas of study could meet at an intersection. I managed and supervised the construction site of a 106-ft bridge connecting two communities in the western province of the country. As the organization is new in Rwanda, my work helped to improve B2P's relationship with the local people, as well as contributed to the future safety of the people of the Ngororero district who will use the bridge on a daily basis. Through this internship, I learned a way to combine my different interests in engineering and in human rights. My experiences through IIP have shaped my career aspirations into a more globally-oriented vision. The program throws people out of their comfort zone, yet opens the door to a world of different opportunities.

Megan Hogan '12

Comparative Literature Concentrator
Semantis
Paris, France

At Semantis, I edited translations prepared by freelancers and occasionally did small translations myself. For instance, I proofed a flier for Fauchon advertising their new line of éclairs and did a translation for Guerlain that will accompany each bottle of face cream. I worked on everything from instruction manuals on how to insulate roofs to newsletters for alternative energy companies. I also input past translations into Deja Vu, a program that enables you to search to see how certain phrases have been translated in the past.

Chou Chou '13

Molecular Biology Concentrator
Kokrobitey Clinic
Accra, Ghana

I worked with the Ghanaian Red Cross Society with first aid training. We held two first aid courses here in Ghana, one in a rural fishing village and another in the capital city of Ghana. Our course focused on issues particularly relevant to Ghana, such as drowning and car accidents. We trained 11 people in our first workshop and 12 in our second workshop.

Our course was four days long with three hours of class and practice each day. I also put together a



first aid field manual and an instructional video on behalf of the Kokrobitey Institute. Towards the beginning of our placement, we spent a week using recycled materials to make first aid supplies. We also put together a guide for the Ghanaians on how to make their own first aid supplies from recycled materials.

Zinan Zhang '14
Chemistry Concentrator
University of Edinburgh, EastChem Laboratory
Edinburgh, Scotland

This past summer I did three months of chemistry research at the University of Edinburgh in Scotland. I did organocatalysis methodology- based research with green asymmetric catalysis as the ultimate goal. I had some chemistry lab experience from doing research at Princeton the summer before, but this internship made me more confident about my laboratory skills and taught me new techniques. I learned how to use a nitrogen glove box and run ¹¹Boron NMR experiments manually among many other things. This research experience made me consider the option of possibly going to graduate school for chemistry.

Kanika Pasricha '13
Electrical Engineering Concentrator
Infosys
New Delhi, India

I worked in the field of Information Security. There is a need for safer authentication mechanisms, so that adversaries cannot sniff out your password and use it to repeatedly employ your account. In addition, the network over which you send your login details might not be safe. I developed a new one-time password authentication mechanism, which is secured by two layers of mathematically proven "hard problems," encrypting whatever is sent on the network (my project mentor told me to develop one after reading up on the math required and some literature). I also implemented this mechanism, and my project mentor integrated my implementation with a web server, so now there is a server/client model to do one-time password logins. My mentor and I filed a patent application and finalized a research paper for conference submission/journal publication. I also worked on integrating this with Single Sign On mechanisms and implementing the one-time password scheme on mobile devices.

Arlene Douglas '13
Economics Concentrator
European Roma Rights Centre (ERRC)
Budapest, Hungary

I entered Princeton with a strong interest in human rights. I knew that I ultimately wanted to pursue a career in social justice, but I was uncertain of what specific avenue I wanted to take. I obtained a position at the European Roma Rights Center in Budapest. My primary responsibilities researching and editing profiles on 15 countries that documented these nations' public policies with regard to Roma in education, employment, and political representation; and co-hosting a capacity-building workshop for Roma young adults. During this workshop, I interviewed the participants about what they perceived as

the greatest concerns facing the Roma population. A common thread among the responses was the lack of employment opportunities. As a result, I came to realize that one of the most effective ways to bring about long-lasting social change among marginalized populations is through assisting them in becoming economically self-sufficient. This internship played a hugely formative role in shaping my academic path and focusing my career goals on the field of international economic development and microfinance and was instrumental in my deciding to declare as an economics major.

Pallavi Mishra '15
Concentrator
Global Action Foundation
Kono, Sierra Leone

I spent the summer after my freshman year working with a Sierra Leonean NGO called Wellbody Alliance, which operates a clinic and community-based healthcare projects in one of the poorest regions of the country. I carried out research on the Maternal and Child Survival Project -- conducting interviews of women in catchment villages, making rounds with community health workers, and shadowing nurses and midwives at rural health outposts and the district hospital -- as well as taking on some branding and fundraising tasks for the organization. The internship helped me uncover a deep interest in anthropology and global health which I think would otherwise have taken a few years to develop.

Elizabeth Sajewski '13
Civil and Environmental Engineering Concentrator
Seureca
Mombasa, Kenya

My main responsibility was creating and implementing a customer survey for the customers of Mombasa Water and Sewerage Company. I also created a scheme for implementing serial metering to check for water meter over/under registration as well as to create a consumption pattern for Mombasa, which did not exist. Working on the customer survey required me to go into the field and learn a lot about meters and the set up people have for their water meters as well as their general usages of water and their water availability. I also had to learn much about plumbing/plumbing fittings in order to create a way to install serial meters, and I came up with a list of fittings we would need.



Carrico Torres '13
Concentrator
International Water Management Institute
Pretoria, South Africa

During my internship at the International Water Management Institute (IWMI), I worked with a colleague on program evaluation of a recent uptake of IWMI research for a comprehensive agriculture program. We evaluated scientist and stakeholder interactions, gauging why this particular project has been successful and how it can contribute to further country projects in the southern African region. This particular evaluation project is important because it is the first of its kind that evaluates a successful case of research uptake, and for IWMI, the results we found are insightful for future projects of the same magnitude. Living and working in South Africa and Mozambique was an experience that not only broadened my international experience, but also introduced me to an entirely new continent and culture.

Shivani Radhakrishnan '11
Philosophy Concentrator
Global Literacy Project (GLP)
Randfontein, South Africa

Working for the GLP was incredibly rewarding—there was a good deal of flexibility in being able to institute the kinds of projects we thought would most benefit the two schools at which we worked: Randfontein Primary School and Carroll Shaw Memorial School. I helped organize a school-wide spelling bee and start a book club, while my fellow interns took on a theater group and a debate team. Probably the best experience, though, was the dialogue that my internship started with the founder of the GLP, who got me thinking about the possibility of developing analytical skills through philosophy for children programming. I spent some time this year working with him on a proposal and sample curriculum for a philosophy for children initiative that I would eventually like to work on. I hope to work on philosophy for children initiatives and literacy programming in the future—and I'm not sure I would have been thinking about future involvement in these areas were it not for my IIP internship.

Mariana Olaizola '13
Woodrow Wilson School
Danish Institute for Human Rights
Copenhagen, Denmark

My summer experience interning at the Danish Institute for Human Rights was simply ideal. My assignment, which I helped to craft, was to devise a novel instrument for the global implementation of civic freedoms and participation rights. The significance of this project for the Institute's future missions in Africa and the Middle East was repeatedly emphasized to me, a prospect which stimulated me to work tirelessly to produce a top-quality legal analysis. I must add that this enriching work experience has motivated me to write my senior thesis on the question of whether there is a universal human rights to democratic governance.

Hawa Sako '14
Concentrator
Estudios de Nuevo Mercado, Trinity College London
Barcelona, Spain

This summer, I worked at Estudios de Nuevo Mercado, an academy associated with Trinity College London. I was in charge of administering Integrated Skills in English (ISE) exams, teaching English and distributing certificates to more than 600 schools and 40, 000 students. This experience provided me with the ability practice my Spanish; learn what it means to work and live abroad as well as a chance to connect with alumni in Spain.

Deesha Sarma '13
Woodrow Wilson School Concentrator
Bioversity
Rome, Italy

I worked on a nutrition research project on the country of Timor-Leste. My goal was to understand why different regions of Timor-Leste have reported different anthropometry indicators for stunting, underweight, and wasting and how this relates to the agro-ecosystem of the region. I also wrote up a report of the 36 countries identified by *The Lancet* and the WHO as being high-burden countries due to their extremely high stunting prevalence rates, and explored the intersections between agriculture, nutrition, and health for each region.



[Return to Report](#)

Appendix N

PRINCETON UNIVERSITY
OFFICE OF INTERNATIONAL PROGRAMS
36 UNIVERSITY PLACE, SUITE 350

Evaluation of Study Abroad Program

Note: This evaluation will be on file in the Office of International Programs for students or visitors to read, unless you specifically indicate that you wish your remarks to be confidential for the study abroad program advisors.

Your name: _____ Class year: _____

Departmental concentration: _____ Date you are filling out form: _____

Residential College: _____

City and country in which you studied: _____

Fall 20__ Spring 20__ AY 20__-__ Princeton e-mail address: _____ @

Name of program or university: _____

Number of students in program: women: _____ men: _____

Other American institutions represented on your program: _____

I. COMMENTS ON ACADEMIC PROGRAM

Please use additional pages, if necessary.

A. Course Title: _____

Institution or department: _____

(e.g. program course, university course in a dept., university course for foreigners, etc.)

Instructor: _____

Rating: (low) 1 2 3 4 5 (high)

Comments: *(level of difficulty, effectiveness of teachers, use of location)*

Course counted for: departmental distribution elective credit

B. Course Title: _____

Institution or department: _____

(e.g. program course, university course in a dept., university course for foreigners, etc.)

Instructor: _____

Rating: (low) 1 2 3 4 5 (high)

Comments: *(level of difficulty, effectiveness of teachers, use of location)*

Course counted for: departmental distribution elective credit

C. Course Title: _____

Institution or department: _____
(e.g. program course, university course in a dept., university course for foreigners, etc.)

Instructor: _____

Rating: *(low)* 1 2 3 4 5 *(high)*

Comments: *(level of difficulty, effectiveness of teachers, use of location)*

Course counted for: departmental distribution elective credit

D. Course Title: _____

Institution or department: _____
(e.g. program course, university course in a dept., university course for foreigners, etc.)

Instructor: _____

Rating: *(low)* 1 2 3 4 5 *(high)*

Comments: *(level of difficulty, effectiveness of teachers, use of location)*

Course counted for: departmental distribution elective credit

E. Course Title: _____

Institution or department: _____
(e.g. program course, university course in a dept., university course for foreigners, etc.)

Instructor: _____

Rating: *(low)* 1 2 3 4 5 *(high)*

Comments: *(level of difficulty, effectiveness of teachers, use of location)*

Course counted for: departmental distribution elective credit

F. **Did the course work meet your academic goals for study abroad?** Please include comments on content and overall intellectual challenge of courses. Also address faculty interest, ability, and involvement with students.

G. **What library facilities and resources did you use for course work and research? Did they meet your needs?**

H. **Please describe the computer facilities that were available to you.**

I. **Did you have e-mail access? If yes, from what source?**

J. **Did your fellow students contribute to the academic and other goals of the program?**

II. LANGUAGE TRAINING (if applicable)

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Your proficiency before the program:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language training on the program:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Your proficiency after the program:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

III. FINANCIAL MATTERS

A. **How much money did you need in order to cover daily expenses that were not covered by the program fee?**

- | | |
|--|--|
| <input type="checkbox"/> Between \$750 and \$1000 | <input type="checkbox"/> Between \$2000 and \$2500 |
| <input type="checkbox"/> Between \$1000 and \$1500 | <input type="checkbox"/> Between \$2500 and \$3000 |
| <input type="checkbox"/> Between \$1500 and \$2000 | <input type="checkbox"/> More than \$3000 |

The amount indicated above covered (check all that apply): housing food personal expenses (excluding vacation travel) local transportation books

- B. Was accurate advance information given to you by your program about living expenses and other costs you would incur?** Yes No

If not, please explain the discrepancies:

- C. What method did you use to access money abroad (traveler's checks, ATM card, credit card, bank account, money transfer)? Was your method of choice convenient, cost effective, and reliable?**

IV. HOUSING ABROAD

- A. Did the program provide housing? If so, what kinds of accommodations were available?**
- B. Please describe your housing situation. Were you satisfied with it? Were cooking facilities available? If you lived with a family, what were the advantages and disadvantages?**
- C. If the program did not provide housing, was it difficult to locate your own lodgings? Did the program give you any assistance? How expensive were most rooms or apartments?**
- D. List any particularly good or bad landlords or families for the information of future Princeton participants in this program.**

V. SOCIAL

- A. How do you recommend meeting people of the host country (activities to participate in, places to gather, etc.)?**
- B. How did your experiences outside of the classroom benefit you personally and academically?**

VI. OVERALL ASSESSMENT

A. Was the program honestly advertised? Yes No

If not, how was it misrepresented?

B. Name of Resident Director (or faculty or administrative advisor) abroad: _____

Was the director accessible, helpful, able to get things done, knowledgeable about local and U.S. education systems? Please comment

C. What do you consider the strengths and weaknesses of the program you attended abroad? Would you recommend this program to other students?

D. What advice would you give to a student attending the program in the future?

E. Overall, did you achieve the goals you set for your study abroad experience?

F. Do you have any comments or other suggestions not elicited elsewhere in this evaluation? *Please take this opportunity to suggest any improvements or changes in the Study Abroad Program advising at Princeton University.*

Office Use: _____ NAK _____ MB _____ RL _____ MSA _____ NS

[Return to Report](#)

International Internship Program Pre-Departure Form

Contact Information

Your Contact Information

First Name:

Last Name:

E-mail:

Placement:

Country of Internship:

City of Internship:

Contact Information for Your Internship Provider

Name of Contact IIP Provided you with:

Email of Contact IIP Provided you with:

Office Phone Number of This Contact:

Cell Phone Number of This Contact:

Is This Contact Your Direct Supervisor:

Yes

No

Name of Direct Supervisor:

Email of Direct Supervisor:

Additional Contacts in Your Organization:

Name(s):

Title(s):

Email(s)

Office Phone Number:

Cell Phone Number:

Internship Duration

Internship Start Date (mm/dd/yyyy):

Internship End Date (mm/dd/yyyy):

Number of Weeks:

IIP Finances

What is your estimated budget for this IIP experience?

International Airfare	<input type="text" value="0"/>
Lodging (Total)	<input type="text" value="0"/>
Meals (Total)	<input type="text" value="0"/>
Local Transportation (Total)	<input type="text" value="0"/>
Immunizations	<input type="text" value="0"/>
Visa Fees	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

How did you come up with this budget?

	Description
International Airfare	<input type="text"/>
Lodging	<input type="text"/>
Meals	<input type="text"/>
Local Transportation	<input type="text"/>
Immunizations	<input type="text"/>
Visa Fees	<input type="text"/>

As noted on the IIP application, you are required to inform IIP if you receive any additional funds from Princeton University to support your international internship/international experience. Please let us know here if you have received any additional funds from University sources.

Additional Funder 1	<input type="text"/>	<input type="text" value="0"/>
Additional Funder 2	<input type="text"/>	<input type="text" value="0"/>
Additional Funder 3	<input type="text"/>	<input type="text" value="0"/>
Total		<input type="text" value="0"/>

Did you find SAFE (Student Activities Funding Engine) user friendly?

- Yes
 No

Do you have any suggestions for ways we can make SAFE more user friendly?

IIP Lodging

Have you finalized your lodging arrangements?

- Yes
 No

Where will you be lodging? (please provide an exact address and contact phone #)

How did you find your lodging? Please describe the step-by-step process that you took or are taking to secure your lodging.

Assistance for Lodging

	Yes	No
Did you get in touch with alumni regarding lodging?	<input type="radio"/>	<input type="radio"/>
Did you contact family/friends in the country of the internship?	<input type="radio"/>	<input type="radio"/>
Did you ask your direct supervisor for advise or help?	<input type="radio"/>	<input type="radio"/>
Did you contact IIP staff about lodging issues?	<input type="radio"/>	<input type="radio"/>
Did you contact any Princeton peers for their advice?	<input type="radio"/>	<input type="radio"/>

Did you have or are you having any issues in finding or securing lodging?

- Yes
 No

Explain these issues.

Did you coordinate lodging with Princeton peers?

- Yes
 No

Are you sharing lodging with them?

- Yes
 No

Visa Arrangements

How did you research your visa needs?

Did you need a visa?

- Yes
 No

What type of visa did you need?

- Tourist
 Employment/ Work
 Studentship
 Other

What documents did you need to provide for visa processing?

	Type of Document	Who provided this document/ How did you obtain it?
Document 1	<input type="text"/>	<input type="text"/>
Document 2	<input type="text"/>	<input type="text"/>
Document 3	<input type="text"/>	<input type="text"/>
Document 4	<input type="text"/>	<input type="text"/>
Document 5	<input type="text"/>	<input type="text"/>

Did you have any issues obtaining these documents?

- Yes
 No

Explain these issues:

Did you meet with Robin Leephaibul in the Office of International Programs to discuss visa issues?

- Yes
 No

Did you need a meeting at the Consulate?

- Yes
 No

How many weeks did the visa process take?

IIP Transportation

What are your flight dates (mm/dd/yyyy - mm/dd/yyyy)?

What airport and city will you be departing from?

How will you be traveling from the airport to your place of lodging in the host country?

How did you make arrangements for this transportation?

What type of transportation will you be using to travel from your lodging to your work place?

Your Expectations

What academic goals and/or expectations do you have for your experience?

Is your internship directly/indirectly related to your junior paper or senior thesis?

-
- Yes
- No
- Too early to tell

Do you plan to improve your language skills?

	Yes	No
In speaking	<input type="radio"/>	<input type="radio"/>
In reading	<input type="radio"/>	<input type="radio"/>
In writing	<input type="radio"/>	<input type="radio"/>

What career goals and/or expectations do you have for your experience?

What personal goals and/or expectations do you have for your experience?

How do you intend to make a sustainable impact on the organization?

Preparation for Work Responsibilities

Have you discussed your work responsibilities with your direct supervisor?

- Yes
 No

How helpful was your direct supervisor in your preparation?

	Not helpful at all	Somewhat helpful	Helpful	Very helpful	Extremely helpful
Responding to communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing me with concrete work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting me with resources to prepare myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being flexible in adjusting work responsibilities to meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering logistical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you have flexibility in designing your work responsibilities?

- Yes
- No

What are your work responsibilities?

Connecting to Alumni and Faculty for your International Experience

Have you contacted Princeton alumni in the United States for advice on your work responsibilities/project?

- Yes
- No

Have you contacted Princeton alumni in the host country for advice on your work responsibilities/project?

- Yes
- No

How many alumni have you contacted?

How many alumni responded?

Contact Information of Alumni:

	Name	Address	City	Country	E-Mail
Alumnus 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alumnus 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alumnus 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please rate their responses:

	Not responsive	Kindly acknowledged my e-mail but did not offer any suggestions	Very helpful and offered suggestions	Other: <input type="text"/>
Alumnus 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumnus 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumnus 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you contacted faculty members or graduate students for advice about your work responsibilities and/or project?

- Yes
 No

Name of faculty member/ graduate student that you reached out to:

Email of faculty member/ graduate student:

Was their advice useful?

- Not useful at all
 Somewhat useful
 Useful
 Very useful
 Extremely useful

What advice did he/she provide?

International Internship Experience Preparation

Were you on campus or studying abroad during the spring semester?

- On campus
- Studying abroad

Did you attend an IIP briefing meeting in the IIP office?

- Yes, with the IIP Director
- Yes, with the IIP Program Coordinator
- No

You are required to have a briefing meeting before your IIP placement. If you have not had an IIP briefing meeting, you must contact the IIP office immediately at iip@princeton.edu to schedule your IIP briefing meeting.

Did you attend a Cultural Awareness Dinner?

- Yes
- No

Note: The Cultural Awareness Dinner notes are available on our website, this week!

Did you attend the Research Ethics Workshop?

- Yes
- No

Did you attend the Health meeting?

- Yes
- No

Did you attend a general OIP pre-departure meeting?

- Yes
- No

How useful were your meetings?

	Not useful at all	Somewhat useful	Useful	Very useful	Extremely useful	Not Applicable
IIP Briefing Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Awareness Dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General OIP Pre-Departure Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have suggestions for improving the IIP briefing meeting and/or checklist? What kind of information would you have liked to have received at the briefing meeting?

Do you have suggestions for improving the Cultural Awareness Dinner? What kind of information would you have liked to have received?

Do you have suggestions for improving the Research Ethics Workshop? What kind of information would you have liked to have received?

Do you have suggestions for improving the Health Meeting? What kind of information would you have liked to have received?

Did you receive the IIP briefing checklist?

- Yes
 No

Have you done research into the culture of your host country?

- Yes
 No

How did you carry out your research?

Rate the your overall experience in:

	Excellent	Very Good	Good	Fair	Poor
Application Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIP Preparation Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any suggestions for improving the application process.

Please provide any suggestions for improving the preparation process.

IIP Social Media

Have you liked the [Office of International Programs' Facebook page](#)?

- Yes
 No

Do you have any suggestions for improving the OIP Facebook page?

We are running a Twitter pilot this summer with the hashtag #iiptiger. Would you be interested in tweeting your IIP experience?

- Yes
 No

We are also piloting an IIP Pinterest page. Would you be interested in sharing photos from your experience via Pinterest?

- Yes
 No

Please provide any ideas you have for discussion topics for our social media this summer.

Would you want to share your experience on any other online platform?

- Yes
 No

Which platform?

Would you be interested in participating in any of the activities that would reflect your IIP experience:

- Photo Contest
 Recipe Contest
 Two-Dimensional Art Contest
 Open Mic
 Story-telling Contest

Pending Issues

Please list any pending issues in your preparation process.

International Internship Program First Check-In

IIP First Check-In Summer 2011

Contact Information

First Name

Last Name

Please provide the name of your placement organization or company.

Please provide the complete address of your placement organization or company.

What is your supervisor's name?

What is your supervisor's e-mail address?

What is your supervisor's cell phone number?

What is your supervisor's work phone number?

Will this person supervise you for the duration of your internship?

- Yes
 No

Do you feel that you will be receiving adequate supervision throughout your internship?

- Yes
 No

Will your direct supervisor be there the entire time?

- Yes
 No

Who will be your contact in his/her absence?

Have you been in contact with your parents since you arrived?

- Yes
 No

Please provide a cell phone number for your parents (in case of emergency).

Please provide us with your local cell phone number, if you have one.

Please provide us with your local work/home number.

Are you in contact with alumni in the country?

- Yes
 No

Please provide their contact information:

	First Name	Last Name	E-mail	Phone Number
Alumni 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alumni 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alumni 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

How have these alumni contacts been useful?

Are you in contact with Princeton students in the country?

- Yes
 No

Please provide their contact information:

	First Name	Last Name
Princeton Student 1	<input type="text"/>	<input type="text"/>
Princeton Student 2	<input type="text"/>	<input type="text"/>
Princeton Student 3	<input type="text"/>	<input type="text"/>

How have these contacts been helpful?

Are you writing a blog for your internship?

- Yes
 No

Please provide us with the URL for your blog.

Are you keeping a daily log of your work responsibilities?

- Yes
 No

Logistics

How did you find your flight ticket (via website, travel agency; which website/ travel agency)?

How much did your flight cost?

How much did transportation from the airport to your housing cost?

How much does your transportation to and from work cost?

How did you find your lodging (via website, via personal contact, etc.)?

How much are you paying for lodging per month?

Please provide the exact address of where you are living.

Did you get a visa?

- Yes
 No

What type of visa did you get?

How long is your visa valid for?

Were you stopped at customs and asked questions?

- Yes
 No

What questions were you asked at customs?

What were your answers?

First Impressions of Work and Culture

What are your first impressions of your work responsibilities?

What are your first impressions of your supervisor and colleagues?

Would you like us to be in touch with your supervisor to address any issues? (Please know that this contact would not be attributed to you and would not affect you adversely in any way.)

- Yes
 No

Please describe these work-related issues:

What are your first impressions of your housing situation?

What cultural differences have affected you since your arrival?

How are you adjusting to these cultural differences?

Are there any issues that you need our help with? PLEASE LET US KNOW IF ANYTHING ARISES!!!

- Yes
- No

Please describe the issue(s) and how you would like us to help.

International Internship Program Mid-Term Report

Default Question Block

First Name

Last Name

Please write the name of your placement.

Can you describe your work responsibilities and/or your project in detail ?

What do you feel are you learning from your experience in general and from your work at this point (from the specific project, from your relationship with your colleagues and from your supervisor)?

How is your work impacting the organization?

Can you think of ways to make your work even more valuable for the future of the organization and sustainable – can someone else pick up where you left off and continue to make an impact?

Have you encountered any difficulties so far that you solved on your own?

- Yes
- No

What were they and how did you solve them?

Do you feel safe in terms of your living situation and transportation arrangements?

Have you experienced any new challenges in adapting to the local culture?

- Yes
- No

Please describe these challenges.

How is your social life going? Are you having challenges?

Are there any issues we can help you with at this time?

- Yes
- No

Please describe these issues.

International Internship Program Final Evaluation

Note: This evaluation will be on file in the Office of International Programs for students or visitors to read unless you specifically indicate that you wish your remarks to be confidential for the staff of the Office of International Programs.

Contact Information

First Name:

Last Name:

Email:

Placement Organization/Company:

Class Year:

2016

2015

2014

Residential College:

MATHEY

ROCKEFELLER

WILSON

WHITMAN

FORBES

BUTLER

Intended/Department Concentration:

Number of Weeks of Your Internship:

Are there any new contacts at your placement organization/ company since the start of your internship, that you have not provided us with in previous surveys?

Yes

No

Please provide the contact information of the new contacts.

	Name	Email	Cell Phone
New Contact 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
New Contact 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
New Contact 3	<input type="text"/>	<input type="text"/>	<input type="text"/>

OVERALL INTERNSHIP EXPERIENCE:

Please rate your experience (overall, work, social life, cultural) between 1 and 5 (5 = extremely rewarding, 4 = very rewarding, 3 = average, 2 = not very rewarding, 1 = not recommendable).

	Extremely rewarding	Very rewarding	Average	Not very rewarding	Not recommendable
Overall Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Direct Supervisor and Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Life Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did the overall experience of your internship impact your:

Career Plans:	<input type="text"/>
Academic Plans:	<input type="text"/>
Personal Growth/Cultural Awareness:	<input type="text"/>

Did you achieve the goals you set for this experience? Please explain your answer.

Did you speak a language other than English during your internship?

- Yes
 No

Please describe how much you used the language in HOURS per WEEK by activity.

	Less than 5 hrs	5-10 hours	10-15 hours	15-20 hours	More than 20
Reading for work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking with colleagues at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking with local people outside of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading outside of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to the radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe one or two of the happiest “memories” of your overall experience abroad.

Please describe one or two less rewarding moments in your overall experience abroad.

Describe a typical day, including where you usually ate meals and how you spent your spare time.

Did you interact with locals from the host country?

-
- Yes
- No

Please describe how you met local people from the host country and your interactions with them.

Did you interact with Princeton students or alumni while in country?

- Yes
 No

How do you recommend meeting other Princeton students and alumni while in country?

Where did you travel during your time off, what means of transportation did you use, and did you travel alone or with other people?

Please describe some of the challenges you experienced in adapting to the cultural environment.

What advice would you give students who apply for this placement in the future to prepare them for the foreign culture?

WORK EXPERIENCE:

Did you keep your log of work responsibilities/ decisions up-to-date?

- Yes
 No

Please give a short description of each project in which you were involved that was added or changed since the mid-term report and note any changes in level of responsibility.

What were your daily work hours?

Once you arrived at the work place, and throughout your internship, did you find the level of supervision and mentorship adequate? If not, how would you improve it?

Describe the most challenging problem you had to solve at work and the steps you took to resolve it.

How did your work impact the organization/company? Please explain.

What advice would you give to future students who apply to this placement regarding preparation and communication with the employer before the start of and during the internship?

Did you secure a letter of recommendation from your direct supervisor?

- Yes
 No

COMMUNICATION

How did you communicate with your parents? Please check all that apply.

- Phone Email
 Skype Other

What was the most efficient way to communicate with the U.S.?

- Phone
 Skype
 Email
 Other

How did you with communicate with local contacts? Please check all that apply.

- Phone Email
 Skype Other

If you acquired a cell phone, or SIM card, please explain whether you rented it or bought it, how you found it, and how much it cost you.

Was the IIP office useful in monitoring the progress of your internship and solving any issues that arose? If not, how could the IIP office have improved communication with you to enhance your experience?

INCIDENT TRACKING

Please list all incidents that happened during your stay, even if you did not communicate with the IIP about them or contact International SOS. Examples of incidents include the following:

Safety

- Actual incident: mugging/robbery (money, laptop, camera, wallet, passport, clothes, etc.), physical or sexual assault
- Near incident: almost mugged, followed by strangers, subjected to harassment, etc. on the street, at work, at social gatherings, or in your place of lodging.

Health

- Any incidents that required medical attention at a private doctor, clinic, or hospital; prescription medication; or any consultation with or treatment from a health professional.

Please complete the following information for each incident:

Location of Incident 1:

Date of Incident 1:

Nature (Type) of Incident 1:

How Incident 1 was resolved or responded to:

Date Incident 1 was resolved:

Location of Incident 2:

Date of Incident 2:

Nature (Type) of Incident 2:

How Incident 2 was resolved or responded to:

Date Incident 2 was resolved:

Location of Incident 3:

Date of Incident 3:

If you experienced more than three incidents, please describe them below:

At any time did you experience feelings of homesickness or difficulties in social adjustments (at work, outside of work, with your landlord, or roommate)? Please explain your answer.

Did you face any challenging lodging, transportation (to and from the airport, to and from work, and your travel outside of work, etc.), or other logistical issues? Please explain your answer.

Did you encounter any other issues? If so, how did you handle these feelings or challenges?

HOW DID YOU FIND OUT ABOUT YOUR INTERNSHIP?

How were you first informed of the International Internship Program?

- IIP website
- IIP debriefing session
- IIP information session
- IIP print advertisement (e.g. flyer, Prince ad)
- Other (please specify)

Was your placement an IIP placement (including German Summer Work Program, Princeton in France and Global Seminar-IIP Placements)?

- Yes
 No

Were you provided with an accurate description of your placement?

- Yes
 No

Please specify improvements to the description (website or other) of your IIP placement.

FINANCES

Please list all sources of financial support (inside and outside the University), including any stipend from the employer. (Enter only numerals without decimal points.)

	Name of Funder	Funding Amount in USD
Funder 1	<input type="text"/>	<input type="text"/>
Funder 2	<input type="text"/>	<input type="text"/>
Funder 3	<input type="text"/>	<input type="text"/>
Funder 4	<input type="text"/>	<input type="text"/>

Did your employer provide free housing, meals, or transportation to work, etc. as part of your internship?

- Yes
 No

Please estimate the total value of the contributions made by the employer. (Enter only numerals without decimal points.)

	Estimated total value in USD of employer contributions
Stipend:	<input type="text"/>
Lodging:	<input type="text"/>
Meals/Vouchers:	<input type="text"/>
Local transportation:	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>

Was the total funding you received adequate to meet your needs?

- Yes
 No

Please explain.

How much did you actually spend in USD for the following. (Please enter total amount spent in each category as numerals without decimal points):

International airfare:	<input type="text" value="0"/>
Lodging (total):	<input type="text" value="0"/>
Meals (total):	<input type="text" value="0"/>
Local transportation to and from work (total):	<input type="text" value="0"/>
Transportation to and from the airport:	<input type="text" value="0"/>
Immunizations:	<input type="text" value="0"/>
Visa fee (if applicable):	<input type="text" value="0"/>
Other personal expenses:	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

ADDITIONAL EXPERIENCES

If you are a student athlete, did you keep up with training while overseas?

- Yes
 No

Please provide the name and address of the training center you used.

Can you suggest ways that would make interning abroad more available to student-athletes?

Study Abroad and Your International Internship Experience. Check all that apply:

- I studied abroad before my international internship.
- I plan to study abroad for a semester after my internship.
- I plan to study abroad for an academic year after my internship.
- I plan to study abroad for the summer after my internship.
- I will seek another international internship.
- I will seek to conduct independent research abroad after my internship.
- I do not plan to go abroad again while I am at Princeton.

If you could only participate in the IIP once, which summer would you chose?

- Summer after Freshmen Year
- Summer after Sophomore Year
- Summer after Junior Year

Please provide any comments or suggestions not elicited elsewhere in this evaluation.

Reflections on Humbleness (short essay, between 350 and 500 words)

For IIP students only: Given what you wrote on your application essay, did your experience abroad influence in any way your definition of humbleness? Please describe your answer. If your funding application did not require an essay on humbleness just enter N/A.

[Return to Report](#)

