

Evaluation Executive Summary

Arts and Sciences, University of Hyderabad, India

February 15-18, 2016

CIEE Center evaluations are conducted every 10 years. Periodic evaluations of study center sites and programs are essential for the ACB to maintain high-quality standards, particularly for academics. ACB evaluation reports are available to the Consortium to provide information to prospective students and sending institutions.

Evaluation Team members:

Chris Deegan, Executive Director of Study Abroad, University of Illinois at Chicago [ACB]

Mark Ruhl, Professor of Political Science at Dickinson College, Carlisle, PA

[Unable to participate due to illness]

I. Colleagues with whom the Evaluation Team met:

Individual meetings with the CIEE RD, Program Coordinator, and Office Manager

Director of SIP: Dr. Kirtana Thangavelu, Associate Prof. of Art History

Founding Director of SIP: Dr. Arpana Rayaprol, Professor of Sociology

Professor Rekha Pandey, Head of UH History Department

Professor V. Rajagopal, Dept. of History

Professor Vinod Pavarala, Head of Department of Communications

Professor Aruna Bitshu, Clasical Dance Instructor

Professor Manohar Reddy, Dept. of Sociology

Professor Vinod Jairath, Dept. of Sociology

Nabina Das, professional author

Suchita Gotimukul, Hindi Instructor

Bhavani Aadimulam, Hindi Instructor

the 8 CIEE language tutors

the 5 co-curricular instructors

II. Last evaluation Conducted in 2006

III. Program Background/History

The CIEE Hyderabad Arts and Sciences program is a hybrid model program with the University of Hyderabad through its Study in India Program (SIP.) Students can directly enroll in the university and/or select course from the SIP course offerings. The latter are open only to SIP students, i.e. short-term / non-degree seeking international students.

The University of Hyderabad [UH], also known as Hyderabad Central University, is an Indian Public Research University located approximately 14 miles from the center of the city of Hyderabad in the southern Indian state of Telangana. Founded in 1974, the mostly residential campus of the university is situated within a forested 2,300 acres, and has more than 5,000 students and 400 faculty. It is ranked among the top research universities in India in a cluster that includes Jawaharlal Nehru University in Delhi, Delhi University, and the Indian Institutes of

Technology. The university is a graduate research institution offering Masters and PhD degrees in more than 40 departments across seven 'Schools of Study':

School of Mathematics and Statistics

School of Physics

School of Chemistry

School of Life Sciences

School of Humanities

School of Social Sciences

School of Arts & Communication

The University of Hyderabad's Study in India Program (SIP) for short-term / non-degree seeking international students began as a small experimental summer initiative where students from the University of Pittsburgh took nine credits over nine weeks in the summer of 1998. SIP has since created customized faculty led programs for partners such as Dartmouth College, Duke University and the Nordic Centre in India — a consortium of 15 Nordic universities. Students can also apply on their own, through their home schools, or through study abroad consortia that are SIP partners. CIEE is the largest consortium partner, followed by the American Institute for Foreign Study (AIFS), and the International Student Exchange Program (ISEP). The latter two have less than a handful of students at any one time. The SIP semester enrollments remain small with currently less than 60 students. In 2014, the university's Study in India Program self-nominated and was recognized with Honorable Mention for the Andrew Heiskell Award in the category for efforts at internationalizing the campus.

CIEE also offers its students non-credit co-curricular learning opportunities: TICULP [Training in Indian Cultural Performance]. Students can sign up for classical instrumental music and dance, art classes, and yoga.

IV. Enrollment Statistics

Current enrollment [Spring 2016]: 16

Average enrollment over past 7 semesters [including Spring 2016]: 17 per semester.

3 students were enrolled for the academic year.

Highest Recent Enrollment: 27 [Spring 2013]

Lowest Recent Enrollment: 10 [Fall 2014]

V. Focus of Evaluation

All reviews are conducted in accordance with the strategic objectives of the CIEE Academic Consortium Board and the stated purpose of each program. Each review reports on the following terms of reference:

- Quality of the academic activities, including teaching, assessment, and the appropriateness of the offerings

- Quality and appropriateness of services (predeparture and on-site orientation, academic and personal/intercultural counseling, housing, field trips, internships, accommodations for students with special needs, medical, etc.)
- Quality and appropriateness of the students who participate
- Quality of the site's facilities (office and class space, library resources, equipment)
- Plans for improving the center's teaching and services
- Relationship of center with the host university
- Perceived satisfaction of the Consortium-member institutions
- Perceived satisfaction of the student participants
- Safety and security
- Compliance of program and center with CIEE policies
- Quality of administration and management
- Future prospects and plans
- Relationship of this evaluation to previous evaluations

VI. Key Discussions/Findings:

This program has a solid foundation. Students are generally happy with their experience and would recommend the program to others. The Study in India joint directors are strong supporters of international education, and the university faculty generally remain amenable to having 'visiting students' in their classrooms. The co-curricular activities and independent travel seem to be where students are most engaged.

As with any program evaluation, there is plenty of room for capacity building in areas of administrative processes, staff and faculty professional relationships, curriculum development, and the program's curricular direction. These recommendations are listed in the full report. But key to moving forward and enhancing any of these is the strength of the partnership CIEE has with SIP. This is currently good. However, in conversations with the SIP joint directors, they are very open to exploring new ways to deliver impactful programming. There is a unique opportunity here for enhanced student learning, faculty partnerships, and modes of reciprocity.

VII. Priority Recommendations:

1. The relationship between CIEE and SIP is a crucial partnership for the success of the program and future program development. CIEE is their most important partner. The joint Directors of SIP are eager to engage in academic planning and thoughtful restructuring of how they can enhance the academic delivery to our students.
2. Web content needs a strong edit to a) present accurate information, and b) describe the academic and experiential components of the program in a stronger framework. Important to note is that the University of Hyderabad faculty and staff are also viewing this information.
3. A formulated, organized, analytical, interpretive, and balanced course in deciphering the multiple academic and personal experiences students are having while in India needs to be

developed. This would not be a generic course on how to understand or describe culture – but rather to get closer to a balanced, more accurate interpretation of reality in what is a hugely complex hierarchical society across many dimensions: politics, gender, religion, inherited social status, earned class status, etc.

4. Reinststitute a core course every student is required to take as a way to create a common knowledge base and discussion forum for students.
5. Space is a logistical issue that can be - and should be - resolved. CIEE is now, and always has been, by far the largest program cohort for the Study in India Program at Hyderabad. There is leverage in that position. The SIP building is large and additional space could be negotiated.

VIII. Action Plan/Program Update:

First we would like to extend our gratitude and appreciation to Chris Deegan for his very thorough and thoughtful review of the Hyderabad Art and Science (AS) program.

The following is an itemized list of what we have completed and what we are currently working on in response to the full ACB evaluation and its recommendations:

1. In May 2016, The Resident Director (RD) and the Regional Director of Operations (RDO) met with the SIP Interim Director and the former director (the current SIP Director, Dr. Kirtana Thangavelu was on a three month sabbatical in the US at the time.) In our meeting we discussed our renewed relationship and need to revise and update the Memorandum of Understanding (a draft was sent to SIP earlier and in August of 2016 it was submitted to their Management Committee for review. We are now waiting for a final approval.) Other points of discussion covered:
 - The need to have course schedules earlier for students to select their courses within the first two weeks of the term;
 - Working closer with the University of Hyderabad faculty to encourage more offerings such as in the STEM fields.
 - Developing more comprehensive syllabi, at least on the SIP course offerings to enable US universities and their students to review and plan credit transfer early on and include language on the program website addressing CIEE's policy not to post host institution syllabi but instead will offer links to perspective students as part of their pre-departure materials.
 - Removing the language requirement from our program. This might affect a drop in numbers registering for language courses, but the outcome will have a very positive affect of our students' ability to register for the courses they are interested in and secure transfer credit for.
 - Creating a 'drop and add' period to replace the current 'shopping' period. CIEE would take the initiative to informally register students in the first two weeks until their final schedule is set. This would allow for a more structured approach to the registration period and avoid having the 'foreigner' stepping in and out of direct enroll classes to 'test' them out, so to speak.
2. The website has been revised to correct the inaccuracies mentioned in the evaluation report. In addition, we are working on revising the complete text to ensure a more

comprehensive and appropriate representation of the program. This exercise is coupled with a full review of the pre-departure and onsite handbook, to remove any repetition, redundancies and ensure that the three documents are complimenting each other.

3. Direct enrollment course syllabi are not typically made available through CIEE website. CIEE has gathered historical syllabi to give students on an as-needed basis with the caveat that any course syllabus is subject to change in a given semester.
4. We are currently working with the SIP Director to conceptualize and design a course that would better reflect modern day Indian society, with all its complexities.
5. From past experience, offering a 'required' Core course has created more challenges than benefits in that some US sending schools would not transfer the credit creating more frustration among the relevant participants. On the other hand, offering an elective course that we encourage our students to take, on the lines of what we are proposing in no. 3, along with a series of open discussions that would be open to all students as a co-curricular activity would enhance the program.
6. We have spoken to SIP about taking on additional space, but for now, and until our participant numbers start to increase, we feel that we can manage with the existing space, as long as we continue to have access to additional classrooms for lectures and co-curricular and social activities. We will revisit this recommendation as the program grows.
7. The study center worked with their spring 2016 students to produce a beautiful video that would be used as an excellent marketing tool. We are currently working with our Marketing team to ensure the distribution of the video to potential participants.
8. As mentioned earlier, we have discontinued the requirement to take a language course. We expect that this would also have a positive effect on the usage of the language tutors contracted by CIEE to support students in their language acquisition. Students who were not interested in taking a language course often did not put any effort into learning so more often than not they would not engage with their language tutor, creating frustrations as they came prepared for their sessions. We now expect that only students interested in taking a language will register, and that interest will create a more productive use of the language tutors time and effort.
9. It should be mentioned that in the past, all students stayed in Tagore International House for the first week upon arrival, before moving to their homestay families. In 2015, CIEE developed new set homestay guidelines that were implemented in the 2015-2016 academic year, requiring all students to be placed into their permanent place of residence from day one. We can revisit this directive in the near future, but for now it has proven to be effective in bonding with their families from the start (in other locations, keeping the students together certainly did encourage bonding amongst each other, but sometimes at the detriment of bonding with their families.)
10. During the last academic year, the Hyderabad AS program faced a number of difficult situations with the attempted suicide in the fall and the University of Hyderabad demonstrations requiring them to close the campus for several weeks in the spring. Although the staff worked very hard in managing these difficult situations, it was apparent that they needed additional support and training in crisis management, communication and

managing students with mental health issues. In April of 2016 at the CIEE Resident Director meeting a specialist was brought in to work with resident directors on dealing with mental health issues and further training and mentoring is planned for managing health and disciplinary situations. The RDO is currently working with the RD to ensure that she and her staff receive training and coaching in these areas, by sourcing online training options, coaching from the CIEE resident psychologist and mentoring from the RDO. We hope that such incidents do not occur in the future, but it is in our best interest to ensure that the staff is better prepared to handle such extraordinary circumstances.

11. Training to support diverse students across all study centers is an ongoing goal for the Program Management team and RDOs and will be developed in 2017 for all sites in order to support all our constituents.