

The St. Mary's University London Study Abroad Program for Fall 2002: The Final Report

Prepared by
Andrew J. Hill, J.D.
On-Site Director and Lecturer
and
Mary Lynne Gasaway Hill, Ph.D.
Associate Director and Assistant Professor

London, England
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Report
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St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78228

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St. Mary's University Seal

I. Introduction

The London Study Abroad Program for the fall semester of 2002 was the first under a new director, and the first in a new relationship with a local support organization called the Foundation for International Education.



The previous director of the London Study Abroad Program was Rev. **Conrad Kaczkowski, S.M.**, the Chair of the Philosophy Department.



The new director of the program is Prof. **Steven Neiheisel, Ph.D.**, Associate Professor of Political Science at St. Mary's University.



Fr. Kaczkowski with students in London.

With the change in leadership for the program, and with a desire to accommodate an increased number of students, Dr. Neiheisel established a new relationship with the Foundation for International Education (Foundation). Established in 1998, the core area of the Foundation's activity is in providing U.S. universities and colleges with tailor-made [London Study Abroad programs](#).

The Foundation works with a number of well-known institutions in bringing hundreds of U.S. students to London every semester. They offer specialized academic and internship programs that allow "visiting students to maximize the value of their stay, gaining theoretical knowledge, practical skills, life experience and an international perspective" (see: <http://www.fie.org.uk>).



Carl Michel, a visitor from the St. Mary's University Residence Life Office, outside the FIE faculty office which our program faculty shared with professors from California Polytechnic State University at San Luis Obispo, The College of Saint Benedict (for women) and Saint John's University (for men), and Temple University.

The Foundation provided significant local expertise, logistical support, and a network of both academic and student affairs professionals that were an invaluable resource to the program this past fall. In sum, the Foundation is a well-run, professional organization that was a great help.

II. The Students



The London Study Abroad Program for the fall semester of 2002 was the largest overseas program ever run by St. Mary's University. There were 36 total students, including two graduate students and a graduating senior. The undergraduate students represented thirteen different majors, with the greatest concentrations in International Relations (six), Political Science (four), and Biology (three). The two graduate students were studying English Language and Literature, and English Communication Studies.



Graduating senior Lori Duarte (right).



Graduate student Ann Dunne.

2) Ann Dunne

Internship Company: Association of Photographers <http://www.the-aop.org/>

Number of Work Days per Week: 3

Nota Bene: Anne was very happy with her placement, and the work went well. She was interviewed on September 16, 2002 and started the next day. The organization was so pleased with the internship that they talked with Ann about a full-time position, but she felt strongly about finishing her studies at St. Mary's.

3) Olivia Nyombayire

Internship Company: Brown Brothers Harriman & Co. <http://www.bbh.com/>

Number of Work Days per Week: 4

Nota Bene: Olivia was also happy with her placement. She interviewed on September 11, 2002, and began work on September 24, 2002. She worked four full days each week, but she found the work challenging and rewarding.

4) Anna Richards

Internship Company: Children's Express.

http://www.childrens-express.org/young_people/kblondon.htm

Number of Work Days per Week: 3

Nota Bene: Anna had some difficulty early on in the semester finding the right placement. She had two interviews in the beginning: the first, with the Red Pepper on September 11th (she was offered the job, but it was only for one day a week), and with Fox Kids on the 19th (she was informed on September 24th that she was not offered the job). She had a third interview on September 30th with Children's Express, and that led to a rewarding and fun internship.

5) Whitney Thompson

Internship Company: Fleishman-Hillard

<http://www.fleishman.com/careers/internships/internships.html>

Number of Work Days per Week: 3

Nota Bene: Whitney had her first interview, with TV Consultancy Agency, on Tuesday, September 24, 2002, but that did not work. Whitney then contacted several companies with which she has ties, including Fleishman-Hillard and Clear Channel Communications, and was able to work out an internship that met her needs as an English Communications major.

6) Areli Yanez

Internship Company: Britain in Europe <http://www.britainineurope.org.uk/home.phtml>

Number of Work Days per Week: 3

Nota Bene: Areli was very happy with her placement, and the work went very well. She interviewed on September 11th and started on September 17th and enjoyed the people with whom she worked. Her only complaint was that when she began, she was only doing data entry, and the group seemed at first somewhat unsure how to utilize her (for example, she is fluent in Spanish). Ultimately, she was put to work doing translation work and other more rewarding tasks.

7) Melanie Young

Internship Company: The Labour Party <http://www.labour.org.uk/>

Number of Work Days per Week: 3

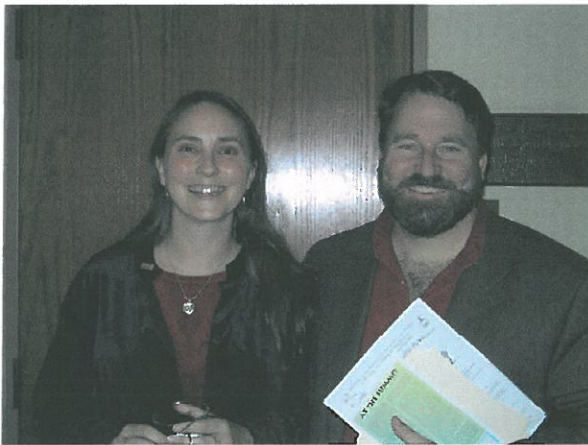
Nota Bene: Melanie was happy with her placement, and the internship went well. She interviewed on September 12th and started on September 17th. Her only regret is that she was not able to begin work a little sooner so that she would have been able to attend the party's annual conference, which ran from Sunday, 29 September through Thursday, 3 October 2002. However, she was able to meet the Prime Minister, Tony Blair (below).



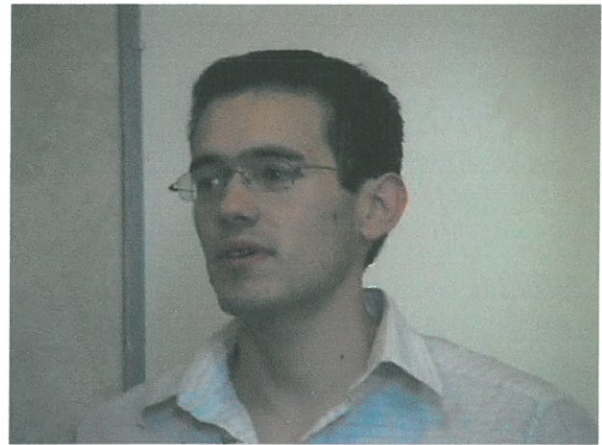
The fact that the students were doing such varied activities did lead to some feelings of isolation, especially for the internship students, however, this was mitigated by the fact that the students shared housing and spent a lot of time traveling together on the weekends. The wide range of opportunities is one of the benefits of the program, and of working with the Foundation, but faculty members need to be sensitive to communicating information to all students in the program, and not, for example, just to the ones in their classes.

III. The Faculty

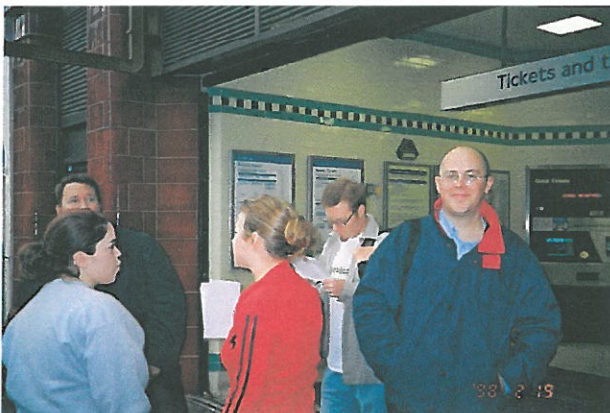
After an application and interview process, the Director of the London Program, Steven Neiheisel, Ph.D., chose Andrew J. Hill, J.D., Associate Director of Service Learning and Lecturer to be the On-Site Director, and Mary Lynne Gasaway Hill, Ph.D., Assistant Professor of English and Communication Studies, as the Associate Director. The two are married, and brought a wide range of teaching and administrative experience to the program. They had extensive previous international travel, including Australia, Central and South America, and Europe, and in-depth knowledge of London (Andy's parents lived in London from 1990-1993). The St. Mary's University faculty were augmented by the local expertise of faculty members who worked for the Foundation. These faculty members taught classes, led field trips, and provided academic support that was instrumental to the success of the program.



*Mary Lynne and Andrew Hill
The St. Mary's University faculty members*



*Dominic Janes, Ph.D.
The Director of Academic Programs
for the Foundation for International Education*



*Brian Ridgers, Ph.D.
(at right in blue jacket, on Bloomsbury Walk)
Academic Consultant*



*John Makey
(lower left with sunglasses, at Battle Abbey)
Academic Consultant*

The Foundation's entire Team was a big support in this area. Here is list of the names and titles, complete with hyperlinks to their respective profiles:

The Foundation Team

In London

Nicola Barrett	Assistant to the Internship Director
Steve Berridge	Director of Marketing Development
James Cameron-Cooper	Director of Student Life
Joanne Collins	Programme Coordinator
Cat Costa	Student Life Coordinator
Murch Darican	Facilities Manager
Dominic Janes	Director of Academic Programmes
John Janoudi	Director of Finance
Elizabeth Lippolis	Student Life Coordinator
John Makey	Academic Consultant
Kay Mathews	Internship Director
John M Pearson	Vice President
Sharif Rahman	Chairman
Neena Singh	Metrogate House Manager
Zehra Sonkaynar	Study Centre Coordinator
Mike Woolf	President
Dimitre Zahariev	IT Manager

In Italy

Rebecca Spitzmiller	Resident Director
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In the United States

Ron Koehn	Vice President & Director of Programme Development - West
Erika Richards	Director of Programme Development - East
Larry Roscioli	Director of Programme Development - Central

International

Janine El Tal	Director of Programme Development - International
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The Eye over London.

IV. The Classes



The students took three courses, including this course from Dr. Dominic Janes:

Introductory Core Course

We believe that an individual's ability to understand, appreciate and think reflectively about the cultural experience of studying abroad is essential to the success of the visit for that person. In light of this, Foundation offers a fascinating introductory core course called **'British Life and Culture'**.

Course objectives

The course serves as the anchor of a study programme in London, offering students an opportunity to place what they are learning in their other courses into a larger, contemporary context. It also enables students to appreciate more of what they observe during their stay in Britain.

Course content

'**British Life & Culture**' (and its variant, 'British Culture & the Visual Media') presents a clear and structured background to the social, political and cultural institutions of contemporary Britain.

Britain, and London in particular, can no longer be regarded as an historical anomaly based on good theatre, famous museums, historical theme parks and stately buildings. The nation is experiencing rapid and exciting changes in its identity and in its relationship with Europe and the rest of the world. The course explores the new Britain through a unique balance between classroom instruction by British faculty and guest speakers from all walks of public life, and guided visits to places of both historical and contemporary significance.

Course leadership

Foundation's [Academic Consultant](#) has specialised in developing and teaching outstanding core introductory classes for a wide range of US universities for more than twelve years. In a consultation with the US institution, our US Programme Directors, and our Academic Programmes Consultant in London, we can develop a general or a discipline-related.

- from the Foundation for International Education



The students also took three courses from the St. Mary's University faculty:

1) **Londinium: War, Politics, and the Development of the English Language**

In this course, we will explore England by examining the development of the English language in light of the major political and military events that impacted its development. Our journey will take us through Roman Britain (43 A.D.– 410 A.D.), the Germanic Conquest by the Angles, Saxons and Jutes (beginning about 449 A.D.), the Norman Conquest (1066), and the Hundred Years War (1337-1453). We will meet such historic characters as the Emperor Claudius, the Venerable Bede, King Alfred, William the Conqueror, and King Henry V, among a variety of others.

2) **The Hero with a 1,000 Faces: Beowulf, Arthur, and Morgaine**

Building on Joseph Campbell's text, *The Hero with a 1,000 Faces*, this course examines two epic tales of British literature and mythology which are root metaphors for much of Western literature. We will explore the Old English epic, *Beowulf* (Seamus Henney translation), and the Arthurian legends through the Middle English manifestation of Malory's *Morte D'Arthur* and the contemporary manifestation of *The Mists of Avalon*. The geography of these pieces of literature will be explored as a 'text' to be read closely throughout this course.

3) **The Bard and the Bench: The Law in Shakespeare's Plays**

The class examines three plays by William Shakespeare: *Hamlet*, *Henry V*, and *King Lear*, and explores the legal themes and characters in the plays. Related to teaching the course in London, the students will visit the Globe Theatre, Shakespeare's birthplace in Stratford Upon the Avon, and see plays by Shakespeare performed live by the Royal Shakespeare Company.



These are photos of the classrooms at the Foundation House where the students had class.

As per the direction of Dr. Neiheisel, the classes were heavily integrated into the city of London, and this gave the classes an added dimension of experiential learning that was a tremendous benefit. The classes went very well, as is evidenced, in part, by the teaching evaluations: The median score was **5 out of 5**, for every measure of every class for the St. Mary's instructors. There was not a single negative response when asked if the student would recommend the professor, and the overall rating of the professors was **9 out of 9**, or "Outstanding."

ST. MARY'S UNIVERSITY STUDENT EVALUATION QUESTIONNAIRE Fall 2002									
INSTRUCTOR - Hill, Mary Lynne COURSE - HU-3305 SECTION 1		CODE 338 21-3305-1							
STUDENTS		No Resp	N	Mean	Median				
1. CLASSIFICATION	Freshman 1 (4%)	Sophomore 5 (18%)	Junior 17 (61%)	Senior 5 (18%)	Graduate 0 (0%)	1 (4%)	28		
2. G.P.A.	Under 2.0 0 (0%)	2.0 - 2.49 0 (0%)	2.5 - 2.99 4 (14%)	3.0 - 3.49 15 (54%)	3.5 - 4.0 9 (32%)	1 (3%)	28		
3. SCHOOL	Hums & Soc 20 (77%)	Business 3 (12%)	Sci, Eng, Tech 3 (12%)	3 (10%) 26					
INSTRUCTOR		ALWAYS	ALMOST ALWAYS	USUALLY	SELDOM	NEVER	No Resp	N	Mean Median
4. ADEQUATE INSTRUCTIONS ON TASKS	21 (72%)	5 (17%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	29	4.62	5
5. COMMUNICATES THE SUBJECT MATTER	20 (69%)	7 (24%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	29	4.59	5
6. PREPARED FOR CLASS	20 (69%)	6 (21%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	29	4.59	5
7. PROVIDES FREEDOM TO ASK QUESTIONS	24 (83%)	4 (14%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	29	4.79	5
8. RESPONSIVE CLEAR ANSWERS TO QUESTIONS	23 (82%)	3 (11%)	2 (7%)	0 (0%)	0 (0%)	1 (3%)	28	4.75	5
9. GRADES FAIRLY AND ACCURATELY	21 (72%)	6 (21%)	2 (7%)	0 (0%)	0 (0%)	0 (0%)	29	4.66	5
10. ADEQUATE OFFICE HOURS	21 (75%)	5 (18%)	1 (4%)	1 (4%)	0 (0%)	1 (3%)	28	4.64	5
11. TIMELY COURSE PERFORMANCE FEEDBACK	21 (72%)	7 (24%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	29	4.69	5
12. ENJOYS TEACHING AND SUBJECT	26 (90%)	1 (3%)	2 (7%)	0 (0%)	0 (0%)	0 (0%)	29	4.83	5
13. ATTENDS AND UTILIZES ENTIRE CLASS	24 (83%)	4 (14%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	29	4.79	5
COURSE		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	No Resp	N	Mean Median
14. OBJECTIVES CLEARLY EXPLAINED	20 (69%)	8 (28%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	29	4.66	5
15. RESPONSIBILITIES CLEARLY DEFINED	20 (69%)	7 (24%)	2 (7%)	0 (0%)	0 (0%)	0 (0%)	29	4.62	5
16. MATERIALS APPROPRIATE AND BENEFICIAL	19 (66%)	5 (17%)	4 (14%)	1 (3%)	0 (0%)	0 (0%)	29	4.45	5
17. ORGANIZED CLEARLY	19 (66%)	6 (21%)	3 (10%)	1 (3%)	0 (0%)	0 (0%)	29	4.48	5
18. STUDENTS LEARNED A GREAT DEAL	22 (79%)	5 (18%)	1 (4%)	0 (0%)	0 (0%)	1 (3%)	28	4.75	5
19. RECOMMEND PROFESSOR	YES 26 (93%)	MAYBE 2 (7%)	NO 0 (0%)	1 (3%) 28					
20. OVERALL RATING OF INSTRUCTOR 9-OUTSTANDING 5-AVERAGE 1-VERY POOR									
9 19 (68%)	8 4 (14%)	7 2 (7%)	6 2 (7%)	5 1 (4%)	4 0 (0%)	3 0 (0%)	2 0 (0%)	1 0 (0%)	1 (3%) 28 8.36 9
OPTIONAL QUESTIONS		A	B	C	D	E	No Resp	N	Mean Median
21.		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (100%)	0	0 0
22.		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (100%)	0	0 0
23.		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (100%)	0	0 0
24.		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (100%)	0	0 0
25.		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (100%)	0	0 0

ST. MARY'S UNIVERSITY
STUDENT EVALUATION QUESTIONNAIRE
Fall 2002

INSTRUCTOR - Hill, Mary Lynne
COURSE - HU-3305
SECTION - 2

CODE 338-21-3305-2

STUDENTS						No Resp	N	Mean	Median				
1. CLASSIFICATION	Freshman 1 (4%)	Sophomore 7 (27%)	Junior 15 (58%)	Senior 3 (12%)	Graduate 0 (0%)	1 (4%)	26						
2. G.P.A.	Under 2.0 0 (0%)	2.0 - 2.49 0 (0%)	2.5 - 2.99 4 (15%)	3.0 - 3.49 17 (63%)	3.5 - 4.0 5 (22%)	0 (0%)	27						
3. SCHOOL	Hums & Soc 17 (71%)	Business 4 (17%)	Sci, Eng, Tech 3 (13%)			3 (11%)	24						
INSTRUCTOR	ALWAYS	ALMOST ALWAYS	USUALLY	SELDOM	NEVER								
4. ADEQUATE INSTRUCTIONS ON TASKS	21 (78%)	5 (19%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	27	4.74	5				
5. COMMUNICATES THE SUBJECT MATTER	21 (78%)	5 (19%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	27	4.7	5				
6. PREPARED FOR CLASS	21 (78%)	5 (19%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	27	4.74	5				
7. PROVIDES FREEDOM TO ASK QUESTIONS	22 (85%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)	26	4.81	5				
8. RESPONSIVE CLEAR ANSWERS TO QUESTIONS	23 (85%)	2 (7%)	2 (7%)	0 (0%)	0 (0%)	0 (0%)	27	4.78	5				
9. GRADES FAIRLY AND ACCURATELY	22 (85%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)	26	4.81	5				
10. ADEQUATE OFFICE HOURS	22 (85%)	3 (12%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)	26	4.77	5				
11. TIMELY COURSE PERFORMANCE FEEDBACK	22 (81%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27	4.81	5				
12. ENJOYS TEACHING AND SUBJECT	26 (96%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27	4.96	5				
13. ATTENDS AND UTILIZES ENTIRE CLASS	24 (89%)	3 (11%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27	4.89	5				
COURSE	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE								
14. OBJECTIVES CLEARLY EXPLAINED	21 (78%)	5 (19%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	27	4.74	5				
15. RESPONSIBILITIES CLEARLY DEFINED	20 (74%)	6 (22%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	27	4.7	5				
16. MATERIALS APPROPRIATE AND BENEFICIAL	22 (81%)	4 (15%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	27	4.78	5				
17. ORGANIZED CLEARLY	20 (74%)	3 (11%)	3 (11%)	1 (4%)	0 (0%)	0 (0%)	27	4.56	5				
18. STUDENTS LEARNED A GREAT DEAL	22 (81%)	4 (15%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	27	4.78	5				
19. RECOMMEND PROFESSOR	YES 25 (93%)	MAYBE 2 (7%)	NO 0 (0%)			0 (0%)	27						
20. OVERALL RATING OF INSTRUCTOR 9-OUTSTANDING 5-AVERAGE 1-VERY POOR													
	9 20 (77%)	8 3 (12%)	7 2 (8%)	6 0 (0%)	5 1 (4%)	4 0 (0%)	3 0 (0%)	2 0 (0%)	1 0 (0%)	1 (4%)	26	8.58	9
OPTIONAL QUESTIONS	A	B	C	D	E								
21.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)	0	0	0				
22.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)	0	0	0				
23.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)	0	0	0				
24.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)	0	0	0				
25.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)	0	0	0				

ST. MARY'S UNIVERSITY
STUDENT EVALUATION QUESTIONNAIRE
Fall 2002

INSTRUCTOR - Hill, Andrew
COURSE - HU-3300
SECTION - 1

CODE 107-21-3300-1

STUDENTS						No Resp	N	Mean	Median				
1. CLASSIFICATION	Freshman 1 (4%)	Sophomore 5 (19%)	Junior 17 (65%)	Senior 3 (12%)	Graduate 0 (0%)	0 (0%)	26						
2. C.P.A.	Under 2.0 0 (0%)	2.0 - 2.49 2 (8%)	2.5 - 2.99 4 (16%)	3.0 - 3.49 14 (56%)	3.5 - 4.0 7 (28%)	1 (4%)	25						
3. SCHOOL	Hums & Soc 18 (78%)	Business 2 (9%)	Sci, Eng, Tech 3 (13%)			3 (12%)	23						
INSTRUCTOR	ALWAYS	ALMOST ALWAYS	USUALLY	SELDOM	NEVER								
4. ADEQUATE INSTRUCTIONS ON TASKS	23 (88%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.88	5				
5. COMMUNICATES THE SUBJECT MATTER	23 (88%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.88	5				
6. PREPARED FOR CLASS	23 (88%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.88	5				
7. PROVIDES FREEDOM TO ASK QUESTIONS	24 (92%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.92	5				
8. RESPONSIVE CLEAR ANSWERS TO QUESTIONS	23 (88%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.88	5				
9. GRADES FAIRLY AND ACCURATELY	24 (92%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.92	5				
10. ADEQUATE OFFICE HOURS	23 (88%)	2 (8%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	26	4.81	5				
11. TIMELY COURSE PERFORMANCE FEEDBACK	21 (81%)	3 (12%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	26	4.73	5				
12. ENJOYS TEACHING AND SUBJECT	26 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	5	5				
13. ATTENDS AND UTILIZES ENTIRE CLASS	25 (96%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	26	4.92	5				
COURSE	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE								
14. OBJECTIVES CLEARLY EXPLAINED	21 (81%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.81	5				
15. RESPONSIBILITIES CLEARLY DEFINED	22 (85%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	26	4.81	5				
16. MATERIALS APPROPRIATE AND BENEFICIAL	22 (85%)	4 (15%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26	4.85	5				
17. ORGANIZED CLEARLY	21 (81%)	4 (15%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	26	4.77	5				
18. STUDENTS LEARNED A GREAT DEAL	20 (80%)	4 (16%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)	25	4.76	5				
19. RECOMMEND PROFESSOR	YES 26 (100%)	MAYBE 0 (0%)	NO 0 (0%)			0 (0%)	26						
20. OVERALL RATING OF INSTRUCTOR 9-OUTSTANDING 5-AVERAGE 1-VERY POOR													
	9 22 (85%)	8 2 (8%)	7 1 (4%)	6 1 (4%)	5 0 (0%)	4 0 (0%)	3 0 (0%)	2 0 (0%)	1 0 (0%)	0 (0%)	26	8.73	9
OPTIONAL QUESTIONS			A	B	C	D	E						
21.			0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26 (100%)	0	0	0	0	0
22.			0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26 (100%)	0	0	0	0	0
23.			0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26 (100%)	0	0	0	0	0
24.			0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26 (100%)	0	0	0	0	0
25.			0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26 (100%)	0	0	0	0	0

V. Accommodations

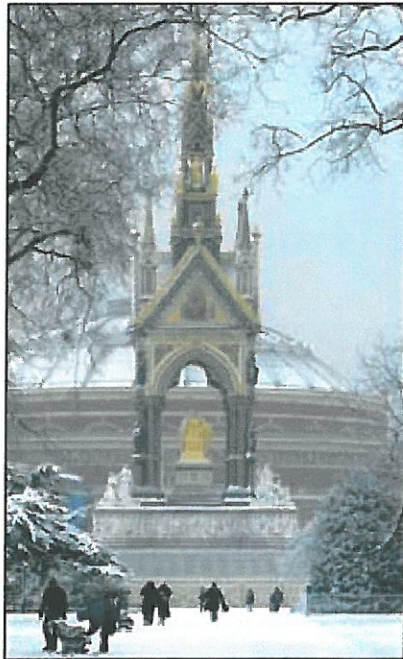
The local accommodations were arranged by the Foundation. Their main office, and the classrooms, are located at:

The Foundation for International Education
 Foundation House
 114 Cromwell Road
 London SW7 4ES
 + 44 (0) 207-591 7753
 + 44 (0) 207-591 7758

The student residence where our students lived during the semester was called Metrogate, and was located in the Borough of South Kensington and Chelsea, near the Royal Albert Hall.



The outside of Metrogate, the student residence hall in London.



The Albert Memorial with the Royal Albert Hall.

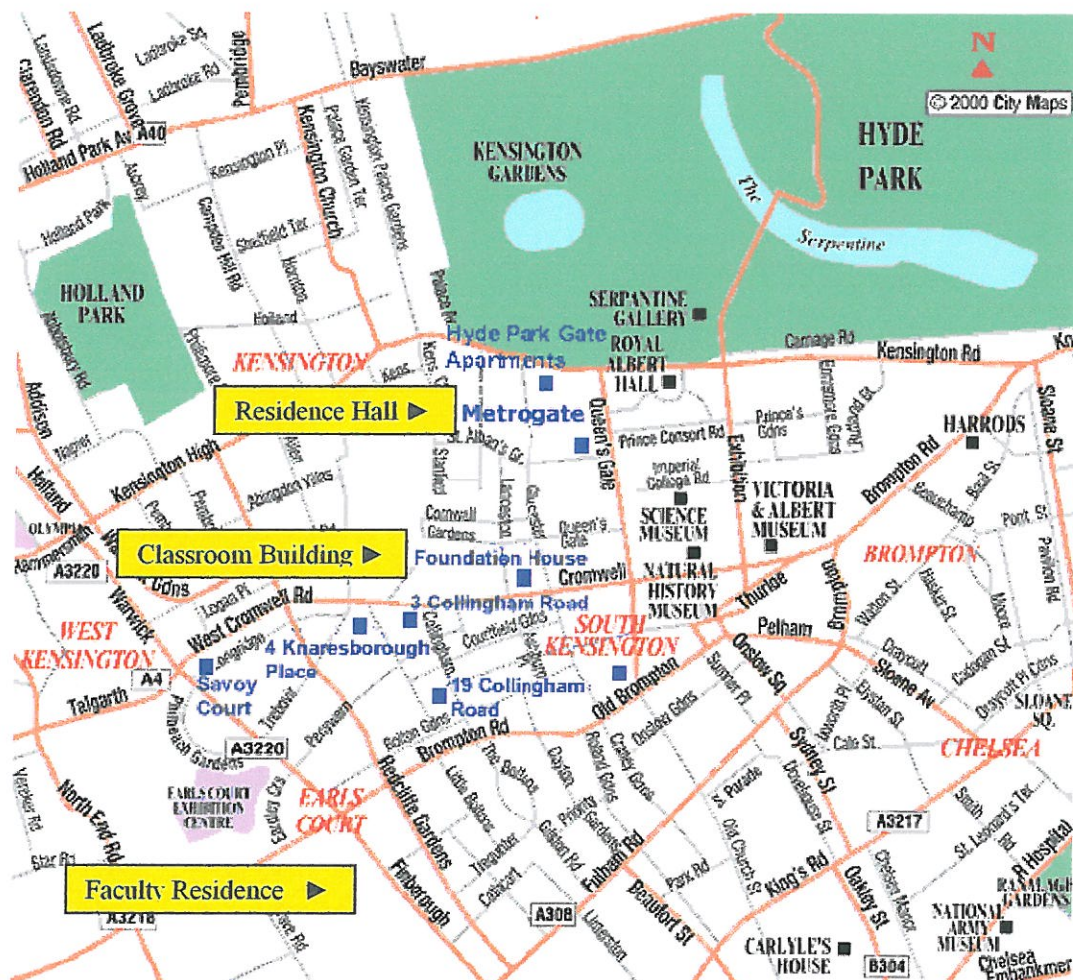
This is one of London's safest and most diverse and interesting neighborhoods. The Foundation's website is correct when it states that: "Imperial College, the Royal College of Art, and the Royal College of Music are located on Foundation's doorstep, and students live and study in the shadows of some of the world's great cultural institutions, including: the [Royal Albert Hall](#), the [Victoria and Albert Museum](#), and the [Natural History Museum](#)."

This is an ideal neighborhood for the students in terms of cultural study, access to libraries, and travel throughout the city.

Location

Foundation facilities are placed in the attractive and well-located Borough of Kensington and Chelsea. Some of London's most famous streets, historic sites, and academic institutions lie in the immediate neighbourhood surrounding Foundation's housing and study facilities. Imperial College, the Royal College of Art, and the Royal College of Music are located on Foundation's doorstep, and students live and study in the shadows of some of the world's great cultural institutions, including the [Royal Albert Hall](#), the [Victoria and Albert Museum](#), and the [Natural History Museum](#).

In addition to being home to such grand institutions, Kensington is also a residential area of unparalleled charm and architectural beauty, a mixture of small alleyways and grand boulevards where the ghosts of famous past residents (T.S. Eliot, J.S. Mill and Beatrix Potter) mingle with those of the present (Madonna, Hugh Grant, Dustin Hoffman and Tom Cruise).

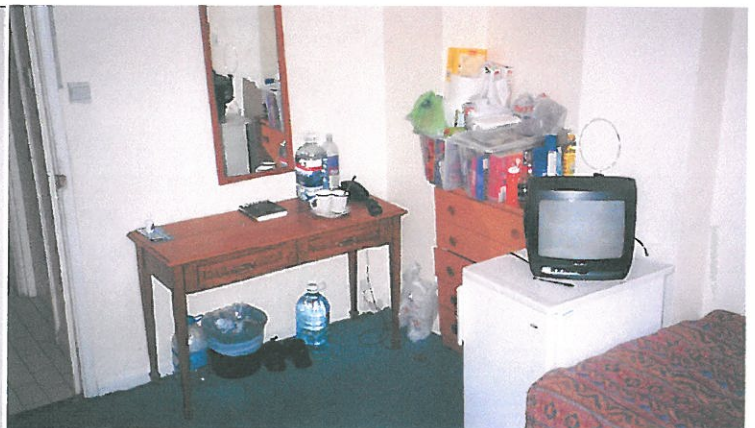


Inside Metrogate, the student residence hall:

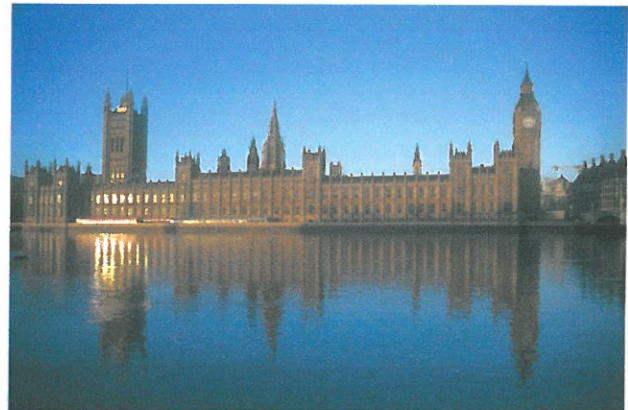


Above, one of the kitchens (there was one on each floor) and the main stairwell at Metrogate.

Below, a few pictures of a typical bedroom in Metrogate. Carl Michel, from the St. Mary's University Residence Life Office, visited the hall and found them to be safe and comfortable.



Thanks to Prof. Steven Neiheisel, Mrs. Minita Santizo, Dr. Janet Dizinno, Dr. David Manuel, Mrs. Katherine Sisoian, Dr. Charles Cotrell, and the International Education Committee for their on-going support of international education and the London Study Abroad Program.



In terms of the accommodations for the faculty, here are some of photos of the residence:



The address for the faculty residence:

87 Finborough Road
Flat #3
London SW10 9DU



VI. Field Trips and Organized Activities

As per the instructions of Dr. Neiheisel, the classes were deeply integrated into the city of London, and into the country. In order to organize the extensive field trips, which averaged almost two per week, we developed an on-line, interactive calendar for the students. The calendar was not only a convenient way of distributing information about upcoming events, but because entries can also be set as hyperlinks to the sites we were going to visit, students could begin to learn about the site well in advance of our trips. The calendar is located at:

<http://www.calsnet.net/andrewinlondon>

All of the field trips, plus special events (e.g. Thanksgiving Dinner), are located on the calendar.



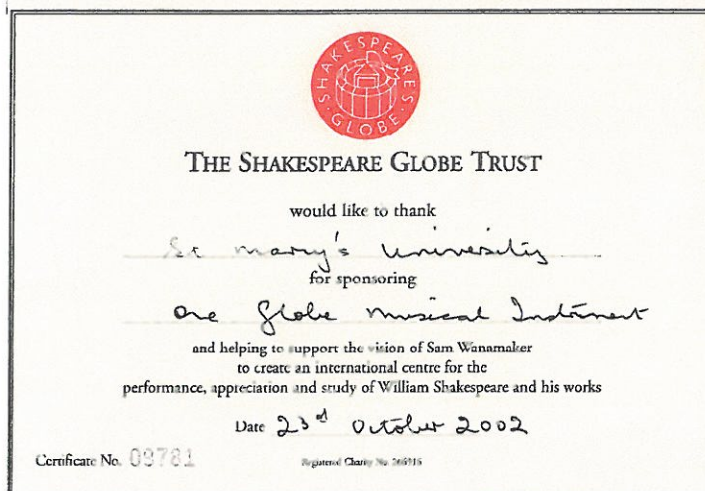
Students gathering for the "Bloomsbury Walk" with Academic Consultant Brian Ridgers, Ph.D., on October 22, 2002.

Below, students attended the ceremonies to mark the beginning of the judicial year at Westminster Abbey on October 1, 2002.

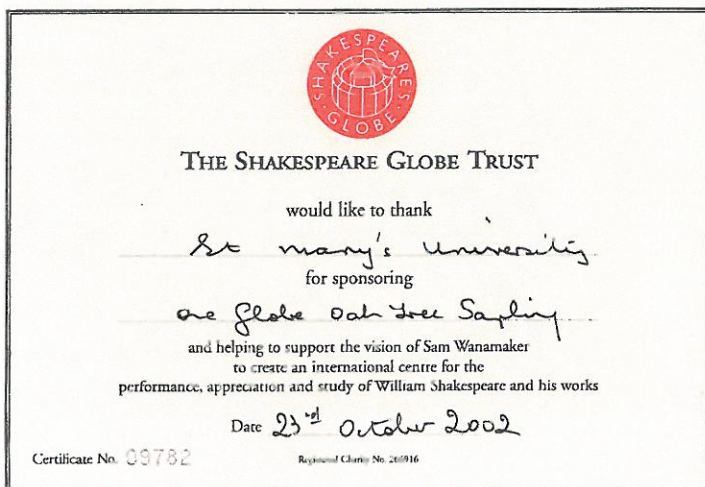




Above, Luz Martinez visiting the birthplace of William Shakespeare in Stratford Upon the Avon on October 16, 2002.



Left, when the students visited the Shakespeare Globe Theatre and Exhibition Hall on October 23, 2002, they donated money to support this educational enterprise in the name of St. Mary's University and Prof. Don Davis.



As recorded on the on-line calendar, the students visited many sites in London, as well as taking field trips out to Stratford Upon the Avon to Shakespeare's birthplace and a play by the Royal Shakespeare Company, and to the city of Battle, to tour the battleground of the Battle of Hastings, on October 8, 2002.

To see a photo gallery made by the students of over 400 pictures of the field trips and their experiences in London, see:

http://www.geocities.com/aurora_n_severus/London.html

VII. Strengths and Weaknesses, and Recommendations

There are a number of recommendations, both for the Foundation and for St. Mary's, which should be considered for future programs:

Issues for the Foundation:

- 1) The **New Student Orientation** needs to be much more detailed, especially in regard to health and safety issues that must be addressed immediately (e.g. fire escape procedures). There was a concern expressed by the student affairs professionals at the Foundation that the students would not be in a position to absorb a lot of new information after a long flight and in the confusion of the first day or two; however, this concern can be addressed by handing out written materials to which the students can later refer. In fact, I suggest two separate meetings, the first which addresses health & safety issues and basic logistics (e.g. Tube passes) on the first day of arrival, and a second follow-up meeting a day or two later, which would address issues such as library access or photocopying (as well give students a chance to ask questions based on a day or two of experience in the city).
- 2) The **Student Services**, including three specific issues discussed at the end of the year evaluation in London (washing machines, mental health counseling and quietness at night) need to be improved. The Foundation is already responding to these three concerns, and according to Dominic Janes, "is bringing on line new facilities, looking to provide cover under the SITE health insurance and by emphasizing quiet hours during the night." However, there is a wide gap between the student services that can be offered by an autonomous college or university, and what can reasonably be expected from an educational support organization such as the Foundation. Many secondary services simply will not be offered, however certain essential services must be offered (e.g. medical and

Issues for St. Mary's University:

- 1) It was suggested that the current students and faculty could be actively involved in briefing and contacting future students and faculty. This process is already under way at St. Mary's, with the formation this spring semester of a **student organization** that will support and educate students seeking information about study abroad programs.
- 2) The value of **laptop computers** was clearly demonstrated this fall. The key issue is to make sure that they have adequate insurance that will cover these valuable items in case of theft or damage while in the United Kingdom, however, this should not be a problem.
- 3) The possibility of timetabling an **extra two or three days** between the end of the program and the return to the United States; it was a real rush this time.
- 4) We should contact the **Learning Assistance Center (LAC)** in order to establish a long-distance support program, which would offer their services (e.g. academic assistance with papers) via email and other technology to our students studying abroad.