

The Forum on Education Abroad Annual Conference
Beyond Logistics, Health & Safety: Reinventing Faculty Program Leader Development for Education Abroad
Faculty-Directed Case Studies
March 23, 2018

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Scenario 1: May Term Program

Institution Type: selective, mid-sized, private institution
Discipline: Theatre
Country: Buenos Aires, Argentina

This is a short-term, faculty-led course in which students attend a theater festival containing street performances and immersive theater. The objective is to build a theoretical and direct understanding of the material potential and limitations of the four key elements involved in the scenographic project -- artistic design, the actor's body, local architecture, and time.

The faculty program director is very popular on campus and knows her students very well. In fact, she already plays somewhat of a student-affairs role with students in her regular classes. She counsels and advises them on academic as well as personal matters.

There are equal numbers of male and female students on this program (as identified in the student information system), and a number of gay students (spontaneously self-identified in orientation). There is one African-American, female student on the program. The faculty director is from Buenos Aires where the program is located, and is concerned about the women on the program experiencing street harassment, especially the African-American student.

What aspects of student development and identity are involved with this scenario? How should the faculty member prepare for pre-departure and on-site advising and support of the students? What student support offices can help the faculty member work through anticipated student development and identity issues? What programmatic changes would you suggest to make this program more inclusive?

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Scenario 2: Semester-Long Program

Institution Type: Public land-grant, research institution
Discipline: Classics
Country: Italy

During this semester-long course, students will study architecture, the visual arts, history, religion and the basic techniques of archaeological analysis. The goal of the course is to develop a deep understanding and appreciation of growth, conflict, and change in Italian society – from ancient Rome to post-Classical Italy.

As immigration debates spark tensions in country, African-American and Asian-American students have indicated an increase in racial slurs and harassment by the local community. Additionally, socio-economic issues come into play - some students are able to travel every weekend; other students do not have financial means to travel as frequently.

The faculty member is aware of the economic disparities and works diligently to find lower-cost, local events and excursions for students. However, he feels less comfortable addressing racism and discrimination based on national origin. What aspects of student development and identity are involved with this scenario? How should the faculty member prepare for pre-departure and on-site advising and support of the students? What student support offices can help the faculty member work through anticipated student development and identity issues? What programmatic changes would you suggest to make this program more inclusive?

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Scenario 3: Spring Break Embedded Course Program Proposal

Institution Type: Private, mid-sized, business and STEM-focused institution
Discipline: Business, International Business
Country: China

The College of Business has proposed a spring break study abroad travel course to China, which is embedded in a semester-long course. The class is capped at 30 students and will be a mixture of graduate and upper-division undergraduate students. The student population at this institution is very diverse - nearly 40% self-identify as students of color and the university has made Inclusive Excellence a central principle of the institution.

Proposed course itinerary:

- Beijing (4 days) Participants will visit U.S. and Chinese companies. Visits include Black & Veatch, Intel, the Economic Section of U.S. Embassy and the University of International Business and Economics. Program cultural activities include the Great Wall, Forbidden City and Tiananmen Square.
- Shanghai (3 days) Participants will visit KPMG, a major pharmaceutical company, as well as visit key cultural sites in Shanghai.
- Hong Kong (2 days) While in Hong Kong, visits will include Procter & Gamble, EY and popular cultural and tourist sites.

Academics:

This course is open to upper division undergraduate students as well as master's level graduate students. Undergraduates will register for BUS438: Special Topics in International Business and graduate students will register for BUS538: Individual Research in International Business.

Accommodations:

Participants will stay in double occupancy rooms in hotels in Beijing, Shanghai and Hong Kong. Single supplement is available for an additional cost.

Program Fee:

Undergraduate tuition, study abroad fee, and program fee (which includes internal flights): \$3500.

Graduate tuition, study abroad fee, and program fee (which includes internal flights): \$4000.
Airfare, meals, and incidentals: \$2200

As the Program Abroad Administrator, what questions or concerns do you have regarding program accessibility, given the institution's commitment to Inclusive Excellence? What aspects of student development and identity are involved with this scenario? What student support offices can help the faculty member work through anticipated student development and identity issues? What programmatic changes would you suggest to make this program more inclusive?

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Scenario 4: Summer Program at Cambridge

Institution Type: public, research university
Discipline: Humanities/Social Science
Country: UK

Students enroll in two courses (English, History, and Politics) which run for a full 6 weeks during the program. Students live in either modern single rooms or double suites, which include private bedrooms and large sitting rooms, as well as window seats, high ceilings, and wood paneling. The weekly High Table Dinners hosted in the college dining hall features a lecture taught by a guest speaker on a subject relating to British and Cambridge culture, history, or art, followed by a three-course dinner in formal attire. Historically, High Table is recognized as a social and intellectual space where they can exchange interdisciplinary conversation.

In addition to a humanities professor, who serves as the program director, there is also an Ph.D. student in the role of assistant director and two undergraduate student mentors, who participated in the program the year before. The student mentors are hired in September to help with recruiting, orientation and the planning of social activities on the program.

43 students are enrolled in the program. Because the program is 6 weeks in length, students are eligible for summer financial aid, including the Gilman scholarship and scholarships from the institution for this program. Approximately $\frac{1}{3}$ of the participants are receiving financial aid/scholarships. Most students participating in the program are fulfilling general education requirements.

Students are encouraged to participate in social events such as evening lectures, films, and meals with fellow students and tutors. Two weeks into the program, several students approach the Assistant Director to voice concerns that the majority of social events planned by the student mentors and many of the excursions included in the program are taking place in pubs and bars. The student mentors don't understand why students are complaining. Pub culture is part of the Cambridge experience, after all. And there are non-alcoholic options available for purchase at these venues.

What aspects of student development and identity are involved with this scenario? How should the program director address the students' concerns? What on-campus resources could they consult? What changes might the program consider for the future to be more inclusive?