

1) Presentation Title: **Administering High Impact, Faculty-Led, International Travel Courses**

2) Presenter Information-Primary presenter CV/resume or biographical sketch:

Kira Espiritu

Kira Espiritu is Director of International Studies Abroad at University of San Diego. Espiritu has held administrative positions at USD's School of Business Administration and the University of California at San Diego. Espiritu's dissertation examined the development of campus internationalization initiatives from policy to practice. Currently, Espiritu is evaluating the effectiveness of an international experience for sophomore students and its effect on retention. She holds a M.A and a PhD in leadership studies from USD.

Christopher Hirschler

Christopher Hirschler is Chair of the Health and Physical Education Department at Monmouth University (MU). For five years, he served as the Faculty Director of Study Abroad at MU and was a representative to the United Nations DPI/NGO. He is a MU Service Learning Faculty Fellow, and has developed and led the international travel courses *Guatemala Public Health* and *Adventure Education in Costa Rica*. He has been published in *Inside Higher Ed*, *The Chronicle of Higher Education*, *Society and Animals*, and *ICAN: Infant, Child, & Adolescent Nutrition*. Dr. Hirschler earned a BS in Liberal Arts, a MA in Liberal Studies, and a PhD in Urban Education with a specialization in Learning and Development from Cleveland State University. He is a Master Certified Health Education Specialist (MCHES).

3) Disciplines: Education; Higher Education Administration

4) Presentation Theme: Working with Faculty and Administration

5) Presentation Type: best practice presentation (45 minutes)

6) Abstract: Chairs can play an important role in the creation and sustainability of high impact, faculty-led, international travel courses. Engaging faculty is critical to the success of campus internationalization initiatives. This session presents best practices for utilizing faculty-directed programming as a means of campus internationalization.

7) Keywords: Administration, cultural sensitivity, faculty-led, global education, service learning

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9) Presentation Documents: Description of the Session (300-500 words)

This interactive session will assist chairs and faculty members to critically examine components of faculty-led international travel courses, including service learning-based courses. Presenters will emphasize the essential elements involved in creating programs that are culturally sensitive, build capacity, and minimize harmful, if unintended consequences for the community that is served while simultaneously optimizing the student experience. Presenters will share lessons learned from designing and conducting such programs, discuss cultural and cognitive theories that explain successes and mistakes, and delineate practical suggestions for improvement of such programs. Participants will learn strategies for encouraging faculty to participate in faculty-directed programs. Examples will be shared from diverse perspectives including a university that has recently started this process and a university that has robust faculty involvement. Participants will understand best practices for developing and supporting faculty-directed programs. Presenters will provide examples of best practices, lessons learned, and mistakes from service learning programs. Presenters will provide a list of essential questions associated with the design of service-learning programs and facilitate small group discussion that asks participants to evaluate current or conceptual programs using the Essential Questions List as a guide.

This session is relevant to chairpersons because chairs are tasked with facilitating the development of curriculum that includes high impact practices and faculty-led courses are widely recognized as meeting this goal while also attracting the attention of prospective and current students. Study abroad courses are “sexy” and can be useful in attracting student interest in the major or minor. It is also important that chairs are familiar with risk management and that they seek to reduce risks associated with international travel courses while not obstructing their development.

The presentation will focus on ways to promote faculty-led courses to administration (to gain financial and legal support) and to students so that they will have the opportunity to engage in what is likely to be a transformative experience that will shape their academic and professional life. Department chairs will learn how to work with faculty members to facilitate student learning by matching academic needs with the needs of local community, ways to strengthen the relationship with the local community after the service-learning trip is over, and to work with administration to gain financial support for international courses. In small groups, participants will be encouraged to provide questions and suggestions for developing and sustaining courses. They will then report the most meaningful questions and suggestions with the entire audience. The session will end with presenters sharing online resources and engaging in a Q/A session with the audience.

Kuh, G., O'Donnell, K., & Reed, S. (2013). *Ensuring Quality & Taking High-Impact Practices to Scale*. Washington, DC: AAC&U. For information and more resources and research from LEAP, see www.aacu.org/leap. Retrieved from <https://www.aacu.org/leap/hips>

Lough, B, Sherraden, M., Moore, McBride, A. & Xiaoling, X. (2014). The impact of international service on the development of volunteers' intercultural relations. *Social Science Research*, 46, 48–58.

Staton, M. (2015). 7 Reasons Why Your Two Week Trip To Haiti Doesn't Matter: Calling Bull on “Service Trips” and Voluntourism. Retrieved from <http://almost.thedoctorschannel.com/14323-2/>.