

Tips for Developing a Successful Faculty-Directed Program

Program Logistics

Can you follow through on your responsibilities as a program leader?

- Give serious consideration to the time commitment required to lead a program. Your duties as a program leader for a faculty-directed program stretch beyond those of professor - you will be a recruiter, administrator, financial manager, institutional representative, advisor, facilitator and crisis manager.
- Generally, the ASU Study Abroad Office (SAO) does not recommend that you choose a program location that you are not familiar with yourself. Ideally, faculty Directors should know about the host location's social, economic, and political environment as well as the local customs.
- If you are proposing an international program, visit the U.S. Department of State Bureau of Consular Affairs website at <http://travel.state.gov> to make sure the U.S. Department of State has not issued a travel warning for the country or countries you wish to visit. You should also visit this site to gather country-specific information on security, health and safety issues, international travel, travel alerts and travel warnings, international travel safety for students, the Smart Traveler Enrollment Program (Travel Registration), and more.
- The Study Abroad Office strongly encourages program leaders to use a third-party custom program provider who can offer you 24/7 program support and take care of the logistical and local lodging and travel arrangements on-site—especially if you are a first-time faculty director. Your International Coordinator can provide you with a list of suggested providers and help you solicit program proposals and price quotes.

Can the program attract a sufficient number of participants?

- If yours is a new program and/or if you have never run an ASU faculty-directed program before, we advise you to build your program with a target enrollment of 10-15 students.
- Your International Coordinator will suggest recruitment strategies to help you reach target enrollment, and we encourage you to refer to the [Faculty Director Marketing Toolkit](#) for additional ideas. The recruitment of ASU students to the program is the responsibility of both the Faculty Director and the SAO.

Can the program be offered at a reasonable cost that is not prohibitive for students?

- For some programs, visits to multiple destinations/countries may be necessary. However, keep in mind that traveling from place to place (by plane, coach, or train) can be very expensive and difficult to coordinate. Participants should not be expected to spend excessive time on buses, planes, and trains getting to the next place. Be intentional about how you plan your itinerary.
- The excursions you plan will have an impact on the overall cost of the program. Ask yourself if the added value to the course content is worth the cost of getting to a particular site.

- When arranging lodging, please consider the following:
 - Will faculty housing be complimentary? Will you be housed in the same place as your students?
 - If students will be staying in student residences (dorms), are there cooking facilities available? Is bedding provided (sheets, towels, etc.)?
 - Is there a cafeteria? If so, approximately how much do meals cost? Or, will some of the meals be covered in the lodging costs?
 - Are bathrooms private or shared?
 - Is there a laundry facility available in-house or close by?
 - Is there Wi-Fi Internet access in the rooms or in the building? Is there a supplemental charge for internet service?
- Consider the availability of cell service and costs. For international programs, should students purchase inexpensive phones abroad or use their own phones with an international plan? Are there apps that will allow students to communicate with family and friends for free (Whats App, Skype, Viber, etc.)? Will your cell phone work abroad, or will you need to make alternative arrangements? For all programs, what will your communication plan be with students?
- Will your program require classroom space? Do you have university contacts in the host location who might be able to help you acquire space for free or at a reduced rate?
- Will you arrange for arrival and departure transportation to and from airports?

Academic Components

Are the content and delivery of the course(s) enhanced by the program's location?

Do proposed excursions or field trips have academic relevance to the course?

- The goal of global education is to help participants engage in their learning within the context of the culture they will be in while on program. Program activities should relate to your discipline as well as to the program's course content.

How many credits will you offer on your program?

- The length of your program should correspond with the number of credit hours that you will be offering. For the full "Academic Credit" policy including credit hours and how they relate to actual contact hours, please [click here](#).
- Faculty-directed programs should be highly experiential. Students will be "in class" for longer periods of time than they normally would be on campus at ASU - not necessarily in the classroom, but on buses, field trips, excursions, site visits, and experiencing and engaging with the local culture.
- Are you requiring pre- and/or post-coursework around the actual on-site program dates? If so, factor that in to the contact hours.

Why 6 credits per program is good for summer Faculty-Directed programs:

- Immediately qualifies student to apply for summer financial aid from a credit standpoint
- Student's monetary investment in program results in more credit "bang for their buck"
- A "healthier" program budget gives you more resources to cover salary and academic program expenses

Academic units have the final say regarding course offerings and course content.

When designing your course (if it will be a new one) or re-purposing an existing ASU course:

- Choose course topics that appeal to a wider audience or are particularly relevant due to international or pop culture news coverage. (Ex., a New Zealand film studies class that focuses on Peter Jackson and *The Lord of the Rings* movies or a sustainability program in Hawaii that focuses on renewable energy.)
- Use your professional network to make connections or gain entry to cultural sites for students.
- Build in experiential components. Instead of only lecturing about a particular topic, can you take the students on a field trip that will illustrate first-hand the points that you are conveying? Sometimes actually experiencing something viscerally is more powerful than words. Take advantage of your location to make the course material even more impactful for students.
- Incorporate observation and reflection into your course activities and student deliverables.
- Consider including “compare and contrast” exercises that prompt the students to analyze what they are learning and observing about the host culture in relation to their own culture.
- Make deeper connections and give students opportunities to dig below the surface level of what they are experiencing on site. (Ex., the UK Food & Culture program looks at the importance of food and how British imperialism influenced British food and even the royal botanical gardens.)

To make your program more attractive to students, offer courses that do the following:

- Fulfill ASU general studies requirement (for more info on the ASU requirements, please [click here](#)). This will attract students across the University and not just from your discipline. Make sure to plan ahead—[approvals for general studies designations](#) happen well in advance.
- Fulfill college or school, major/minor, or certificate requirements.
- Omnibus courses are fine (special topics: 194, 294, 394, & 494 or individualized instruction: 499) and sometimes the only option, but it is not always immediately obvious to students how they will work with their program of study. Paint this picture for them in your marketing materials, class talks, info sessions, and orientation meetings.
 - If offering omnibus courses, how are you leveling them: lower division or upper division? Many students often reach a point where they need upper division electives to fulfill graduation requirements, so skew toward that.

Use program coursework to solve problems:

- Are there required or popular courses that your academic unit offers that are enrollment capped and difficult for student to get into? If so, consider offering one of these courses as an option.