Programs from a Different Perspective: Program Director Insights and Solving Problems in Advance

Presented by:
Yvette Garner, Ph.D.
Naomi Stuesser, BFA, MLIS
Jessica Renard, M.Ed.

University of West Georgia
Dream Program Activity
● Where would you go?
● How long?
● What would you want to learn/teach?
● What could your institutions’ average student could pay?
● How many students do you think the program needs to be viable? How difficult will it be to hit that number?
● How would you recruit? Target audience? Marketing?
● What are common challenges in developing a program?
Creating a Program in Belize
Biology Field Course

- 10 days
- 7 students
- 2 faculty
- Partnered with Monkey Bay Wildlife Sanctuary
Biology Field Course

- 1 field course, not a multi class program
- Worked with a local provider so we did not arrange housing, transportation, other logistics
- We developed an itinerary with the provider, they offered an a la carte style array of activities and guest lecturers
Faculty Don’t Know What They Don’t Know
● Where would you go?
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● How would you recruit? Target audience? Marketing?
● What are common challenges in developing a program?
Presenter notes added after session:

Questions and skillsets not generally known/possessed by inexperienced faculty at the start of a program:

What do you think your institutions’ average student could pay?
  ○ How many students do you think the program needs to be viable?
    ■ What will you do if you can’t hit your number?
    ■ Creative recruiting
  ○ Institutional budgeting rules
  ○ Working with an on site provider or partner
    ■ What is their role in the curriculum?
    ■ What are ‘normal’ expectations?
  ○ Risk management
    ■ Remembering what it was like to go abroad for the first time

How to address these:
  ● Good orientation programs for new directors and/or a clear checklist can address this very effectively
  ● Have to have the sour in with the sweet
  ● Risk of over education is low ;)


Encouraging Faculty
Faculty reservations

- Building from the ground up
  - On site providers
  - Support from Office of Education Abroad
Faculty reservations

- Return on investment for pre-tenure faculty
  - Faculty’s cv/tenure plan
  - Professional development
  - Cross departmental partnerships
More that we didn’t know, it can be hard to get faculty to develop a program, **why we have reservations** and how an office can be proactive in addressing those reservations

- We’ll have to build from the ground up
  - ON SITE PROVIDERS - gateway, now Yvette and Naomi are feeling brave enough
  - Great to find out the OEA office had a lot of universal issues already addressed; Risk management for one, any items that are universal
- Return on investment for pre-tenure faculty
  - How will this benefit the faculty’s CV / Tenure plan?
  - Again, knowing of all the support provided by the OEA
  - Make professional dev opportunities known, with OEA, SOTL (scholarship of teaching and learning (the type of research Naomi and Yvette are doing to better understand how/what students learn while on our program).
  - Cross departmental partnership building
Solving Problems
Education Abroad Office Point of View

- Debriefing IS KEY:
  - Y & N should have scheduled more downtime for them and the students - being ‘on’ so much is more exhausting than you expect
  - Re - the bullet above, faculty need a buddy
  - Y & N did not realize they’d be Den Mothers
  - For an outdoor course like Y & N’s:
    - First Aid training
    - Physical training / setting expectations: ADA, swimming, hiking
- Assuring faculty that mistakes will be made and it will be okay

Creating (multiple) Programs

Problems or Issues that Arise

Supporting a Program

Addressing Problems for Next Year - creating short videos for the faculty handbook
Questions?

Yvette Garner - ygarner@westga.edu
Naomi Stuesser - nstuesse@westga.edu
Jessica Renard - jrenard@westga.edu