Semester at Sea Global Studies Program

Laura B. McDonald

SIT Graduate Institute

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Semester at Sea Global Studies Program

Laura Bridget McDonald

PIM #75

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

Capstone Seminar May 27th, 2017

Advisor: David Shallenberger
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Student Name: Laura Bridget McDonald

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ABSTRACT
Increasing intercultural competence in students is becoming extremely important to institutions around the United States. With the current trends in higher education, study abroad programs need to address intercultural competence as a necessity for the global age (Fantini, 1995). There is no clear consensus on how intercultural competence should be defined. Despite the varied definitions, the need for preparing students for an interconnected world could not be more important.

There has been a recent push for assessing intercultural competence in study abroad programs. Many institutions and organizations claim that their programs are developing global citizens and intercultural competence, but they do not describe how they are developing these competencies. Intercultural competence, for most, does not “just happen.” It must be intentionally addressed in higher education programs, experiences, and courses.

The Semester at Sea (SAS) Global Studies Program (GSP) has been remodeled to support students in understanding the importance of intercultural competence on the ship and in a port. Intentionally addressing intercultural competence in co-curricular activities can provide a more comprehensive and integrated approach, while aiding students on their intercultural discovery. Successful intercultural interactions are at the heart of study abroad; therefore, it is worth investigating the criteria by which SAS in-country programs help students become more culturally sensitive and less ethnocentric. SAS believes in providing students with a hands-on field experience in-country. Thus, it is necessary to discover what kind of GSP curriculum would mirror the students’ learning outside the classroom. This expanded program will support SAS participants in further engaging in global initiatives while in-country.
Introduction

Program Context

The Institute for Shipboard Education (ISE) is a private 501c3 nonprofit educational corporation that administers the Semester at Sea (SAS) global study abroad program. The study abroad provider is academically partnered with Colorado State University (CSU), Fort Collins, Colorado. SAS is a comparative, interdisciplinary, and experiential education program that sails around the world to multiple countries twice a semester; once in the fall and once in the spring. This floating campus comprises approximately 550 students and over 50 faculty and staff members who are brought together to learn, live, and travel. Since 1963, more than 55,000 participants from 1,700 institutions have traveled to more than 60 countries on Semester at Sea (About-Us, 2017). SAS’s mission is rooted in global comparative education, aiming to prepare students for global citizenship. SAS’s mission is as follows:

“To educate students with the global understanding necessary to address the challenges of our interdependent world. With the world as our classroom, our unique shipboard program integrates multiple-country study, interdisciplinary coursework, and hands-on field experiences for meaningful engagement in the global community” (Community, 2017, para. 1).

With this vision, history, and mission, SAS has pioneered multi-country study abroad programs for over 50 years (Our-Program, 2017). During a one-hundred-day voyage, students select from twenty to twenty-five academic courses that foster global awareness through international experiences (About-Us, 2017). The courses on board are integrated with the students’ in-country experience. Furthermore, “the coursework intentionally mirrors the itinerary of each voyage in a
cumulative and comparative way, offering a relevant and unique study abroad opportunity for focused intercultural learning” (Our-Program, 2017, para. 3). The GSP supports the mission of SAS by taking students on a journey through self-awareness, intercultural competence, and globalization. On board the ship, students are taught theories and themes on intercultural competence; however, the current co-curricular programming does little to support the global studies journey outside the classroom. Experiential learning is a process and requires meaningful hands-on experiences. While in-country, the enhanced GSP will draw connections from students’ curriculum on board the ship to their experiences in port. Through creating academically-enriching field programs, students can continue to develop intercultural competence in-country. By expanding theories learned in the classroom and connecting those theories to real-world experiences, students can better understand intercultural competence and self-awareness in a foreign country.

**Global Studies Program (GSP)**

With the world becoming a smaller place, GSP is used to prepare students for the countries, communities, and people they will visit throughout the voyage. The purpose is to provide students with a cultural context, making them sensitive to the environments they enter. GSP is a core course for the voyage. This required course examines the changing systems and values of a country and its cultures, while providing the fundamental knowledge necessary to prepare students for field activities in the host country (Info-Hub, 2017). The purpose of this research is to examine the current programming and discover what GSP curriculum would mirror the students’ learning outside the classroom by encouraging self-awareness and intercultural competence in-country. Hopefully, by understanding what co-curricular activities promote cultural understanding, SAS can select field programs that would be eligible to receive a Global
Studies credit. These co-curricular activities will hopefully further students’ curiosity to take on the challenges of an interdependent world, leaving them with a better understanding of the world and communities they visit. The programming on the 2016 voyage included the following: lectures on every sail day, small discussion groups after each port facilitated by faculty and staff, reflection writing, required readings, and multiple choice tests.

Below is Ballantine’s (2016) Global Studies Syllabus which describes the 2016 learning objectives:

1. Explore and compare knowledge of the peoples, cultures, and geography in the countries and regions visited on the voyage.
2. Compare global variations in artistic, humanistic, and religious expressions.
3. Critically assess the forces of globalization in changing institutions, national and global systems, cultural values and identities, and the adaptations of local cultures to these forces.
4. Analyze and compare global and regional development issues.
5. Analyze the diverse ways in which institutions, global and national systems, values, and identities are interpreted and experienced by different groups in society depending on race, class and gender.
6. Identify nuances of intercultural interactions on multiple levels, and examine how power and privilege influence stereotypes of individuals and institutions.
7. Reflect on the experiences and points of view seen in Global Studies, on ship, and in countries visited.
8. Critically think, analyze and communicate about cultures visited.
Field Programs

The SAS field programs are unique optional experiences ranging in duration from half-day excursions to six-day expeditions (Our-Program, 2017). SAS is only in countries for one to six days; therefore, field programs offer excursions that would be difficult to arrange on one’s own. SAS offers many different types of in-country programming, such as faculty-led trips, home-stays, IMPACT (See Definition of Terms and Acronyms) overnight trips to major historic and cultural attractions, as well as visits to local businesses, government facilities, schools, NGO and service learning programs (Our-Program, 2017). All field programs must have one faculty or staff member that accompanies the field program as a trip liaison. Participants in the program can be students, Lifelong Learners, or other staff. The amount of interaction with locals varies between programs. The group size on a field program could be 50-200 SAS participants. The purpose of field programming is to deepen the students’ travel experience, exponentially increase learning and impact their intercultural competence through intentional itinerary and activity design (In-Country, 2017). Field programs can transform a “cool trip” into a “life-changing experience” by taking students off the beaten path. These experiences present opportunities to give back through volunteer and service work by taking advantage of SAS’s long-standing relationships and partnerships with local universities, NGO, and tour operators (In-country, 2017). Field programs usually include all accommodations, transportation, food, airport transfers, licensed tour guides, and gratuities.

Program Rationale

After reviewing the field program evaluations and needs assessment survey, a wide range of perspectives was found. There were wide-ranging views, both positive and negative, on the impact that field programs have on developing students’ intercultural competence. There were a
few critiques faculty and staff addressed during the needs assessment survey and interview. Within the current field programs, both the amount of interaction with locals, and the opportunity to learn from them, vary between programs. Often, SAS field programs resulted in SAS students interacting almost exclusively with other SAS students, thereby seeing only a glimpse of the local culture from a distance. From the needs assessment survey some faculty and staff were less than enthusiastic about the field programs, stating they were “too touristy” and “needed to be more hands-on with local people.” Moreover, through both the needs assessment survey and the interview, faculty and staff continually suggested that a strong academic component be added to the field programs, tying the experience back to the course in order to award Global Studies credit.

In addition to improving the co-curricular activities, participants suggested a logistical change to some of the curriculum to enhance student learning. SAS determined through the end-of-voyage administration debriefing and course evaluations that 500+ students in Kaisersaal Hall for a lecture was a less than favorable learning environment for students. Many faculty, staff, and students voiced their concerns, stating the learning was lost in such a big space with so many people. During this discussion, there was also an opportunity to modify the post-port discussion schedule. The feedback suggested that discussions after each port were repetitive and redundant. With little training and preparation given to staff and faculty on discussion facilitation, combined with the added responsibility on top of their teaching loads, many faculty felt that this mandatory requirement did not bring added value to the student learning.

To address these concerns, the following suggestions have been made from the needs assessment survey and interview. With these current GSP problems in mind, many faculty and staff interviewees positively stated that IMPACT programs, homestays, and any program that
engages participants with the local community help students get outside their comfort zone; however, not all field programs offered this opportunity. To address this critique, the redefined GSP would require all students to participate in field programs with local interaction such as the IMPACT programs or home-stays. With over 500 students now seeking a Global Studies eligible field program, the number of programs with local interaction will increase, providing more profound experiences for all students while in a port. This will ultimately require that field programs be restructured, focusing on more experiences in local communities rather than stops at tourist destinations. The rationale for a strong academic component will require a pre and post port session to be held in Lido Terrace Room for all students attending a Global Studies eligible field program in the upcoming port, allowing more time for students to prepare, process and reflect on their experiences. Furthermore, to create a more conducive intimate learning environment for students, the redefined program will be broken up into two groups of 275. One group will meet A day and the other group will meet B day for 80 minutes (see Definition of Terms and Acronyms for description of A and B Days). The change aims to increase accountability within students to attend class by having a smaller class size. The smaller class size will allow for more group work and experiential learning within the curriculum.
In the end, the redefined GSP intends to provide all students with a culturally enriching experience in-country that furthers their intercultural competence. The focus is to revise the co-curricular activities so students are exposed to local communities, people, and cultures while they are in the port. With proper time allocated for students to prepare and process their experiences in a foreign country, students can become more global-minded. An integrated, comprehensive approach allows students to find a way to relate all in-country experiences back to the course, and have them think deeply about their future and their place in the world.

**Theoretical Foundations**

**Intercultural Competence**

There is a recent push for global learning and intercultural competence in study abroad programs. Intercultural competence is a highly attractive skillset that many institutions see as a necessary requirement for greater global awareness and cross-cultural understanding. Williams proposes that in our increasingly global society, it is essential that we learn how to communicate with our neighbors; studying abroad is one opportunity that can help us in that endeavor (2005). Many institutions and organizations claim that their programs are developing intercultural competence in students, but they do not describe what curriculum or co-curricular efforts help develop students’ concept of global learning. Deardorff (2006) states, “that intercultural competence is a lifelong process that unfortunately does not “just happen”; instead, it must be intentionally addressed in international education programs if we are to graduate global-ready students” (p.2). Intentionally addressing intercultural competence in co-curricular activities can provide a more comprehensive and integrated approach, while aiding students on their intercultural journey.
Theor
ty to Practice

There are many perceptions of intercultural competence, and building global citizens is a
trendy task many institutions are undertaking. However, many have to ask themselves what
outcomes they are seeking in their programming. Intercultural competence can mean different
things to different people. Each university’s mission and values are distinctive; therefore,
program design must be intentional and defined by one’s particular institution. For the purpose
of this proposal, Fantini (1995) defines intercultural competence simply as “complex abilities
needed to perform effectively and appropriately when interacting with others who are
linguistically and culturally different from oneself” (p.2). This definition best relates to how
survey respondents described intercultural competence in the context of SAS. Survey
respondents mentioned students must learn to navigate differences when engaging in a new
place, with a new people, as well as gain the knowledge, attitudes, and skills such as sensitivity,
awareness, respect, and open- mindedness to communicate effectively with those who are
different from oneself. Through this understanding, the purpose of this proposal is to create
intentional programs designed to strengthen students’ intercultural competence beyond the
classroom. Overall, the need for preparing students for an interconnected world could not be
more important.

Many institutions say that want to create global citizens but are not revealing how they
are doing it. The urgency to create global citizens must align with the institutional mission
professionals know that developing global competence should be one of the goals of study
abroad. But improving students’ global competence is difficult-if not impossible-if it is done in a
vacuum” (p.44). The advantage of having an integrated approach to intercultural competence is
that it offers substance to the participants’ learning. In today’s world of higher education, applicability to the real world is vital in the sustenance of academic programs (Plater, Bringle, Jones, &Clayton, 2009). By providing an inclusive Global Studies eligible field program where learning is done inside and outside of the classroom, all students are introduced and encouraged to interact with locals and gain insights into their daily lives. This need aligns with SAS’s institutional mission “to educate students with the global understanding”… [and provide] “hands-on field experiences for meaningful engagement in the global community” (Community, 2017, para. 1).

While study abroad programs can take on many forms, not all have the ability to provide students with experiential learning, immersion with one’s self in another culture, and ample opportunities for participants to interact with local cultures (Williams, 2005). When short-term programming only allows students a few days in-country, it is even more important that students are exposed to cultures outside of their own. This can be tricky for SAS when the ship is only in a port for a few days. With this dilemma in mind, SAS must diligently work to expand students’ engagement with local communities. Reinforcing partnerships and faculty contacts, can strengthen relationships with local contacts, leading to more meaningful learning opportunities for SAS students.

Despite the lack of time spent in a foreign country, SAS can still provide quality field programs by engaging students in more meaningful activities while in a port. It is not always the time spent in a foreign country that increases intercultural competence, but the quality and the processing of the activity that makes a difference in students’ intercultural competence. Therefore, this proposal looks at which experiences can increase students’ intercultural competence during short-term programming abroad. Williams’ (2005) research revealed that
exposure to various cultures was the greatest predictor of building intercultural communication skills. According to Fantini & Tirmizi (2006), intercultural experiences should be life-altering. Furthermore, Bennett (1977) states that “it takes a jarring life transition such as an intense intercultural experience to force self-reflection and self-awareness (p.17). Increasing the exposure students have to interact with locals in short-term programming adds education to the program and can contribute to the students’ movement towards a less ethnocentric view. Bennett (1993) created “The Development Model of Intercultural Sensitivity” (DMIS) as a framework to explain the observed and reported experiences of people in intercultural situations (p.152). The redefined GSP aims to move students from a lower to higher place in the DMIS stages of ethnocentrism to ethnorelativism. International education programs should have intercultural experiences that motivate students to learn which experiences heighten their enthusiasm for intercultural adventures, as well as which challenge their perspectives and views of the world (Paige, 1993). It is important to create meaningful short-term programs in a port in order for GSP to create global citizens and for SAS to realize its mission.

To create an integrated approach to intercultural competence at SAS, faculty buy-in is required. Proper leadership can enhance students’ learning and skillsets. The Forum on Education Abroad indicates that short-term programs are repeated regularly by faculty members, campus interns, and volunteers who have little or no experience with standards for designing and managing education abroad programs (2009). SAS field programs are led by graduate students, faculty, and staff that come from a wide range of disciplines with varying degrees of experience in managing education abroad programs. Given the brevity of short-term field programs that SAS offers, it is crucial that program organizers learn from the Forum on Education Abroad (2009) to ensure that the field programs maximize students’ learning opportunities. If the faculty
and staff are not prepared to facilitate the development of intercultural competence, it is questionable whether students can make meaning of their experiences while in a host country.

Transformative and experiential theories are linked to intercultural competence theories and developmental frameworks that help students make meaning of their experiences. Deardorff (2006) illustrates the importance of processing an experience abroad. She explains, “It is important to pay as much attention to the development process of how one acquires the necessary knowledge skills, and attitudes … [as well as] critical reflection, which becomes a powerful tool in the process of intercultural competence development” (p.2). Local engagement is not enough for students to develop intercultural skills; we need to combine experience with guided reflection (Hulstrand, 2015). If students are led into a cultural experience and are not prepared for it, the learning can be lost. Additionally, Paige (1993) remarks: “the process of adapting to a new culture requires learners to be emotionally resilient in responding to challenges and frustrations of cultural immersion” (p.1). One faculty mentioned on the survey that, “an element of learning and an element of reflection should be included, something to cause an opportunity for growth.” Study abroad programs must immerse students in situations where they can engage with locals. The programs must support students in the learning process, but also adequately challenge their previous experiences and knowledge.

Experiential learning is a powerful base that allows for personal growth and behavior change (Foster, 1994). SAS’s mission is driven by experiential education, but it must also follow through to help process students’ field program experiences in order to continue to build global citizens. Lutterman-Aguilar & Gingrich (2002) point out that not all study abroad experiences are experiential, while there is potential … “without intentionally utilizing the international experience, the basis for learning becomes mis-educative” (p. 44). For example, Dewey (1997)
describes some experiences as “mis-educative” [if they have] “the effect of arresting or distorting the growth of further experiences” (p.25). In one interview, a faculty member stated that, “there was the potential for this particular program to be amazing, and for students to develop intercultural competence with highly regarded local people, but our students didn’t have the background for it; they didn’t know or appreciate it because they were not prepared for this rare experience. Therefore, they had an uneasy, regretful experience.” According to Itin (1999), experiential education involves “carefully chosen experiences supported by reflection, critical analysis, and synthesis,” [which are] “structured to require the learner to take initiative, make decisions, and be accountable for the results” (p.92). In fact, Joplin (1995) emphasizes, “Experience[s] alone is insufficient to be called experiential education, and it is the reflection process which turns experience into experiential education” (p.45). A faculty member interviewed repeated these remarks by adding, “Processing the experience is what makes a difference; it ignites our memory so we are able to go deeper and share our experiences with each other.”

It is important to note that experiential learning is rooted not only in constructivist theory, but also in transformative learning. Lutterman-Aguilar & Gingrich (2002) suggest that transformative learning is constructed as people interpret their experience, transforming experience to knowledge; consequently, meaning is not inherent in experience. According to this theory, students must be prepared for their experiences, as well as given an opportunity to process their experiences. Kolb (1987) concurs: “Learning is the process whereby knowledge is created through the transformation of experience” (p. 79). The redefined GSP aligns with experiential and transformative learning theories and… “shares the common goal of empowering
students and preparing them to become responsible global citizens” (Lutterman-Aguilar & Gingrich, 2002 p.46).

**Needs Assessment**

**Research Methodology**

My job responsibilities originated at SAS headquarters in Fort Collins, Colorado. Over a period of months, I read over 3,000 Field Class Evaluations (see Appendix K). The field class evaluations included numerous open-ended questions which focused on educational value, activities, itinerary, and suggestions, as well as a rating system. Once I arrived on the ship I read over numerous Field Program Evaluations & Participant Feedback (see Appendix I) and Trip Liaison Field Program Evaluations (see Appendix J). The field program evaluations included open-ended questions, suggestions, and a rating system. Although this was not a direct part of my research, my job responsibilities did inspire my research, allowing me to gain valuable insights into participants’ feedback from past programs. For the duration of the voyage, I participated in the GSP, facilitated post-port discussion groups, and acted as a trip liaison on many field programs. It became apparent through observation and examination of the evaluations that students yearned for more engagement with local communities, continuously highlighting that the time spent with locals was most valuable. The most rewarding activities included hands-on, meaningful learning that urged students to get out of their comfort zones. Furthermore, the evaluations uncovered a need for all students to participate in a field program that would further their intercultural competence. This informal exploration was not coded but did provide constructive insight to improvements that could be made to in-country programming.

A natural progression from reviewing the existing evaluations was to administer my own needs assessment (see Appendices A & B). The needs assessment included an anonymous
survey with thirteen questions and a confidential interview with six questions. Both the survey and interview were voluntary. A total of 60 surveys were sent out to all fall 2016 faculty and staff. Out of 60, 25 survey responses and six interview responses were received. Survey volunteer participants consisted of 36% staff (nine participants), 48% faculty (twelve participants), eight percent were part of the Global Studies team (two participants), and eight percent (two participants) chose not to disclose their role. The questionnaire consisted of multiple choice, dropdown, open-ended questions, and comment boxes. Most questions focused on intercultural competence, and what activities in a port could help build students’ self-awareness and respect for other cultures. The interview acted as a supplement to the survey questions, allowing participants to expand on their suggestions. According to Hesse-Biber & Leavy (2011), using a qualitative survey before an interview provides researchers an opportunity to generate specific ideas or hypotheses that they might address more specifically in the interview. The purpose of the survey and the interview was to encourage the trip liaisons to think critically about the GSP and provide their opinions, suggestions, and recommendations based on their experiences leading field programs and participating in the GSP.

**Data Analysis**

The data was somewhat similar throughout the research. Overall, one could argue that there is a need to intentionally address intercultural competence in field programs. The needs assessment survey and interviews showed the following results below.

**Summary of Findings:**

Four important questions can help synthesize the data and gather common themes.

**I. What kinds of experiences make a difference in building students’ intercultural competence?**
Survey respondents mentioned preparation, on-site interaction, proper facilitation, and reflection.

- In the survey 76% (nineteen participants) suggested IMPACT programs such as authentic interactions with locals (e.g., the Berber Village homestay in Morocco. One of those participants further mentioned “Contact with locals outside of the touristy stuff” and went on to add “participating in a service activity rather than simply having a vacation at the beach.”

- 44% of survey respondents (eleven participants) highlighted the importance of preparation, processing, and reflecting on experiences with the local community. One stated, “Reflecting upon situations that make people question their own set of values, belief, and attitudes.” That individual went on to add, “Preparation, coaching and processing of experiences; practicing communication with others who are different.”

II. If you could create your own Global Studies field program highlighting themes of self-awareness, intercultural communication, and globalization, what activities would you include as part of the curriculum?

Survey respondents cited small groups with a qualified faculty member should be included in the field program. Respondents also noted the need of an assignment, as well as direct local interactions.

- One survey participant stated: “I would form small diverse groups of students and give them a task to complete a project that gets carried out in a country and overseen by a faculty member to whom the group is accountable.” In the same vein another participant suggested: “Clear reading assignments ahead of time linked to the field program and a well-planned itinerary with top local guides.”

- 40% (ten survey participants) mentioned direct contact with locals should be included in the program. Another survey participant went on to stress: “Homestays, service learning,
visit to NGO. That individual contributed to, “Eliminate the thrill seeking programs and have more local interactions, not just with the tour guide. Expose students to tough issues that push our own self-awareness (e.g., refugee crises, food insecurity, gender inequity, etc.).” The individual further added, “Intentional education on cultural norms, expectation setting and reflection (not just writing) can help students deconstruct their experiences.”

III. How do you think the SAS in-country experiences could be improved in regard to developing intercultural competence?

The interview responses can be synthesized into these suggested improvements; preparation, intentional programming, engagement with locals, and expansion of the IMPACT programs.

- 100% (all four faculty interviewed) mentioned an academic requirement to bring intentionality and mindfulness to programs, and accountability to the students. One interviewee stated: “Preparation is key.” That individual further illustrated, “Structured activities are needed for the program to be successful.” Another interviewee added: “Planning ahead is important; there should be follow through, people get more out of an experience when there is preparation.” Moreover, a third interviewee exemplified this point: “Intentionality needs to be addressed and built into programming so the right expectations are set in the beginning.” That individual went on to add, “Establishing the program goal and empowering the trip liaison to lead the program can bring intentionality.”

- An interviewee went on to add: “Expand on IMPACT programs.” Another interviewee supported this statement by suggesting: “More programs that include engagement with locals.”
IV. **Please share anything else you would like us to know in regards to criteria SAS should apply when selecting field programs to be eligible for Global Studies credit.**

Comments from this question can be summarized into a need for preparation, a required level of discomfort, and an emphasis on keeping the academic standards high on eligible Global Studies field programs. One survey respondent concluded important comments previously mentioned: “People get more out of an experience if there is preparation.” Another individual went on to add, “Keep academic standards high.” That individual further added: “Most of our field programs seemed very "touristy". This individual pointed out, “You need to let students experience the real world; that sometimes requires a certain level of discomfort; field program should reserve time for reflection, not these rushed, five-million activities programs.”

The redefined GSP has enormous potential to transform students’ experiences in-country, creating a pathway for students to participate in more meaningful educational programs and ultimately leading to an increase in their intercultural competence. Through creating academically-enriching field programs, students can continue to develop intercultural competence in-country. Sharpening the curriculum and co-curricular activities contributes to SAS’s larger mission of building global citizens and increases credibility within the international education field.

When asked about the purpose of the GSP, faculty and staff had a consistent understanding of the purpose and definition of intercultural competence. Many defined the purpose of GSP as “to give students a broad perspective of the world” so that students “develop a better understanding of global issues.” There was a clear understanding of the program. At large, all participants felt that it meant understanding different cultures and being able to bring sensitivity and awareness to unfamiliar settings. This meaning of intercultural competence is
conceptualized from SAS voyage leaders and can be utilized when it comes to planning and implementing field programs in a purposeful way. What was not clear from the survey and the interview was if the current field programs were elevating students’ intercultural competence. The data was varied. For example, when asked on an interview if field programs got students outside of their comfort zones, many interviewees responded, “some did, and some didn’t.” The survey participants were asked to indicate the extent to which they agree or disagree with certain statements using the following rating scale of strongly agree, somewhat agree, somewhat disagree, and strongly disagree. The survey showed the following results: Overall, the data showed that when it comes to areas related to intercultural competence, improvements could be made to the current field programs.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field programs offered an opportunity to learn more about global societal issues and encouraged discussion about diverse populations.</td>
<td>33%</td>
</tr>
<tr>
<td>The field programs offered me a chance to talk with others from diverse backgrounds.</td>
<td>39%</td>
</tr>
<tr>
<td>The field programs increased my openness to inquiry about different cultures.</td>
<td>41%</td>
</tr>
<tr>
<td>The field programs increased my tolerance for ambiguity.</td>
<td>27%</td>
</tr>
<tr>
<td>The field programs expanded my knowledge on self-awareness.</td>
<td>37%</td>
</tr>
<tr>
<td>The field programs expanded my knowledge on intercultural communication.</td>
<td>25%</td>
</tr>
<tr>
<td>The field programs expanded my knowledge on globalization.</td>
<td>25%</td>
</tr>
</tbody>
</table>
Transformative experiences can create a memorable learning opportunity. When participants were asked about their most transformative experience, faculty and staff recommended including the following in a Global Studies eligible field program:

The majority of the survey participants’ transformative experiences were positive; however, one faculty member did comment on the length of the program being too short, and another mentioned some students “were not appreciative enough of the experience, more concerned with selfies and individualism than learning about the importance of the collective and the reciprocity of the host community.” Furthermore, another faculty stated, “I only attended one field program, but it did not have the necessary elements to transform students’ perspectives.”

To address these comments, the redefined programs will have ample service and experiential activities included in the program to transform students’ perspectives. It is revealing that when participants were asked to describe a field program that included a service or experiential activity, 100% (25 participants) agreed that a specific service or experiential activity
gave them the opportunity to interact with locals and helped them to gain insights into their daily lives. From that specific service or experiential activity, 87% (fourteen participants) would award Global Studies credit to this program. This demonstrates the need for intentional programming. With the correct efforts and activities, students can gain insights into the daily lives of others, ultimately leading to an increase in intercultural competence.

The needs assessment survey represented an agreement on the need for intentionally addressing GSP concepts in the field programs. Intentionally implementing activities that foster cultural sensitivity, awareness, tolerance of ambiguity, and openness in the redefined GSP will increase intercultural competence in students. Furthermore, when asked in the survey what kinds of experiences build intercultural competence, many felt local engagement through dialogue, homestays, IMPACT programs, or a service-learning experience would result in developing this competency. Nearly half of participants concluded that direct interaction with the local community helped build students’ intercultural competence. Furthermore, one survey participant added, “that a deeper understanding of the culture, economy, history, and political climate was obtained when there was a chance to truly engage, not just observe.”

**Co-curricular activities**

Some described the field program as “too touristy, too protected, and rushed--with 5 million activities.” One survey participant mentioned that “the field programs I attended were nice tours but wouldn’t qualify as Global Studies credit in my opinion.” With this in mind, it is important to highlight learning activities that could bring increased self-awareness and intercultural communication to students. In question fifteen, survey participants were asked about the learning content that should be included for a field program to be eligible for credit. Below are the selected criteria:
• 95% --visit a local NGO, community center, etc.
• 95% --participate in a service-learning activity.
• 95% --participate in a homestay.
• 90% --attend dinner or lunch with the local community members.
• 90% --visit an educational institution (e.g. after school program, etc).
• 77% --visit an historical, cultural, political, economic or religious site.

Leadership for Global Studies eligible field programs

When asked about who would be qualified to lead this type of program, many felt a faculty member would be the most appropriate. A majority of survey participants did not feel that staff would be the best choice unless there was adequate training. Surprisingly, only nine percent (two participants) selected a Global Studies team member to lead the program. Sixty-one percent of survey participants felt that faculty or someone who was well aware of what was being taught in the GSP would be best fit to lead the program.

Qualifications for leadership should include:

• Well-versed in facilitation
• Authentic connection to the program
• Well aware of Global Studies Context
• Experience and interest in the program

Recommendations:

The last survey question allowed participants the freedom to leave comments or suggestions not brought up on the survey. Many participants commented on the size of the field programs, suggesting a need for smaller-scale interactions with locals. In addition, there was an emphasis on separating SAS students and encouraging more interactions with the local
community. One faculty member mentioned including tours not just with SAS participants, but with local community members. Furthermore, he gave the example of visiting a cultural site with local community members, which brought a very interesting and unique perspective to the table: that collaborating with locals, is important. For example, if a university visit is included in the tour, there needs to be structured activities where SAS students and local students are working on a project together. The enhanced GSP will include small, reciprocal, and integrated experiences in a foreign country that could lead to deeper connections and understanding of cultures and one’s self.

Overall, the results are varied but can be summarized by this quote of an interviewee: “It is necessary to create a need for students to be mindful on these types of programs. With the right facilitation, dialogue, and leadership, students can process their experience, learn from it, and move into the role of a tourist who is on a journey to a deeper understanding and relatedness to others.” All of the faculty interviewees felt a need to include an academic requirement such as a short paper or presentation with the field program, in order to keep the academic standards high. With a strong emphasis on academic excellence in mind, the redefined program will include field program assignments to encourage students to think critically about their experiences in a port.

Direct interaction with the local community is needed; however, processing unfamiliar experiences is what makes a difference in building students’ intercultural competence. In the survey 44% (eleven participants) highlighted the importance of preparation, processing, and reflecting on these direct experiences with the local community. One faculty member in an interview summarized the importance of processing by stating: “We need to process and make sense of the whole thing; otherwise, it’s just a trip.” On another interview a faculty member
mentioned, “It wasn’t just the first-hand experience with other cultures that created intercultural competence but the preparation and reflection.” Learning about the country or organization ahead of time can prepare students for a reality check and set expectations for unfamiliar settings. The redefined GSP will include a pre and post-port sessions for the Global Studies eligible field programs to help students prepare, process, and reflect on their experiences in a port.

Program and Participant Goals and Objectives

Program Goals

The redefined GSP will include a required field program, ensuring that every student has the opportunity to engage with the local community in a meaningful way. By creating intentional field programs that foster global learning, students will be able to process, experience, reflect on, and understand what it means to be a global citizen. Together, the shipboard community will share the mission of having a deeper global understanding and perspective of the world.

Goals

The redefined GSP goals establish a minimum requirement for students to have at least one experience interacting with the local community. The redefined GSP also provides adequate support for students to process and share their experiences. Through these shared experiences, the shipboard community can become more interconnected.

1. To provide structured opportunities for students to process their experience.
2. To provide dialogue with diverse populations on and off the ship.
3. To create a shared community within shipboard life.
4. To provide students with the knowledge of intercultural competence theories, self-awareness, and communication skills.
Objectives

1. To create a safe space for students to deconstruct experiences by guiding them through the transformative and experiential learning cycles.

2. To expose participants to different cultural and local communities, such as IMPACT programs or homestays.

3. To encourage participants to attend evening seminars, discussion panels, and other social clubs on board the ship to learn about other cultures.

4. To use different intercultural frameworks and theories such as DMIS in class.

Participant Goals and Objectives

Goals

The redefined participant goals aim to provide students with support and tools to navigate through different cross-cultural situations and interactions. Encouraging students to seek new experiences outside of their comfort zones helps students to further develop their intercultural competence.

1. To prepare students for a better understanding of the world.

2. To approach local communities with a new outlook.

3. To gain a better understanding of the shipboard community.

4. To prepare students to feel more comfortable communicating with people outside their own culture.

5. To increase students’ tolerance for ambiguity.

6. To expand students’ knowledge of intercultural communication.

7. To strength students’ learning experience and opportunities outside of the classroom.

Objectives
1. Students will build cross-cultural communication skills by participating in discussion groups.

2. Students will be able to conceptualize and articulate their experiences in a holistic way. Students will understand numerous intercultural theories encouraging them to see connections to the course and experiences they have outside the classroom.

**Program Description**

GSP is a common academic experience shared by all participants on the voyage. The GSP is intended to build a culture of intellectual curiosity that will enhance the entire student experience (Academics, 2017). To comply with CSU, a three-credit course must have a base of 40 contact hours in order to award academic credit. Specifically, thirty-two hours would be fulfilled through class time on the ship. The redefined curriculum will enhance the lectures, discussion groups, and debates. To meet the remaining contact hours, each student will attend one field program of at least 4 hours in length. The student will also be required to attend four evening seminars, which would be similar to an eight-hour field class (Definition of Terms and Acronyms). Although the length of this requirement may seem small, it is used to introduce students to local cultures. This base requirement encourages students to seek out similar opportunities on their own time in other ports either through independent travel or SAS field programs. According to CSU, a three-credit course can be up to 40 hours; however it is permissible for a course to meet for more contact hours than the required minimum. As learning should happen inside and outside of the classroom, it is useful to include a required field program and evening seminar that relates to the Global Studies Course. The redefined Global Studies Program will include a field program, providing a platform for discussion of the many
cross-cultural questions and concerns from both student experiences and regional/global issues (Courses, 2017).

Although there is a need to improve co-curricular activities, there is also a demand to improve logistics and curriculum for the course on board the ship. To improve students’ learning and create a more intimate learning environment, the redefined program will meet every other sail day and will break the 500+ students up into two groups (275 each). One group will meet A day and the other group will meet B day for 80 minutes. The class time will be structured for 40 minutes of lecture followed by 40 minutes of experiential learning activities, such as discussion, workshop, or small group work.

Below is a chart that compares the 2016 GSP to the redefined GSP program.

<table>
<thead>
<tr>
<th>Topics</th>
<th>2016 GSP</th>
<th>Redefined GSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom periods</td>
<td>Global Studies Class held on A and B days for all +500 participants with 60 minutes-lecture style.</td>
<td>2 sections of 275 students that meet for 80 minutes on A or B day.</td>
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<tr>
<td>Classroom activities</td>
<td>Discussion groups after each port co-facilitated by faculty &amp; staff.</td>
<td>Includes only 5 after port small group discussions, co-facilitated by faculty &amp; staff.</td>
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<tr>
<td>Required Co-curricular activities</td>
<td>Not applicable.</td>
<td>Each student will attend one GSP eligible field program of at least four hours in length. Additionally, there is required participation in at least four hours of evening seminars related to Global Studies themes.</td>
</tr>
<tr>
<td>Preparation and Reflection</td>
<td>Not applicable.</td>
<td>Pre and Post field program sessions required for all students attending a Global Studies eligible field program in the upcoming port.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Not applicable.</td>
<td>Field Program Assignment added to the curriculum.</td>
</tr>
<tr>
<td>Cost</td>
<td>Not applicable.</td>
<td>Increase tuition to include a $100 credit towards Global Studies eligible field programs.</td>
</tr>
</tbody>
</table>
Scope

It could be argued that GSP is one of the courses that contributes most to building community on the ship, designed to bring people together. SAS is committed to building unique experiences that create global citizens. Thus, the GSP further fortifies SAS’s mission “to educate students with a global understanding necessary to address the challenges of our interdependent world” (Community, 2017, para.1). GSP has three major themes. Themes are altered from voyage to voyage to match the distinct itinerary, faculty expertise and curriculum; however, globalization and intercultural competence remain the same.

The three main themes are:

1. The World System: Globalization and the Planet We All Share.
3. Cultural Port Preparation/Shipboard Life/ Traveling/Travelers (adjusted theme determined by voyage Global Studies team).

Timeline for Delivery

There are a number of deadlines and sequential steps that must take place to enhance the current GSP. Below is a complete list of the tasks and deadlines for the redefined GSP.

1. Submit $1,000 deposit to reserve students’ space on the voyage.
2. Meet with the Global Studies team, Academic Affairs Department and Field Programs Department to outline curriculum and hone in logistics.
3. Meet with Global Studies team, Academic Affairs Department and Field Programs Department to decide which field programs will be eligible for Global Studies credit.
4. Complete Field Class Planning form with Intercultural Specialist and faculty member (see Appendix N).

5. Finalize Global Studies eligible field program details via email or phone with ISE and tour operators.

6. Update information on each field program via the website.

7. Enroll students in the Global Studies Course via CSU BANNER (deadline will vary depending on the voyage).

8. Select Shipboard Scholars to lead eligible Global Studies field programs before embarkation.

9. Inform students via email how to sign-up for Global Studies eligible field programs.

10. Apply $100 credit to students’ shipboard account to be used for on any Global Studies eligible field program.

11. Enroll students in a Global Studies eligible field program by the end of add/drop week.

12. Record and report each student’s participation in any eligible Global Studies eligible field program.

**Curriculum**

The curriculum is designed to have students think critically, reflect, and make connections between the Global Studies course and their experiences in-country. The curriculum is constructed to focus on the theories of self-authorship and transformative learning. Hodge, Baxter, Magolda, and Haynes (2016) point out a “…fundamental shift in how we imagine and structure the whole undergraduate experience. As an initial step, it requires that we shift away from…instructors telling students what they need to know to a… design of active learning environments that encourages students to construct their own ideas” (para. 2). The redefined GSP
allows students to think for themselves and choose a Global Studies eligible field program based on their interests. This permits students to make their own judgments on information given to them. Through this decision making process, students can discover more about themselves and their internal beliefs. More new and foreign experiences can create just the right amount of challenge to help students reevaluate their previous knowledge, judgments, and beliefs.

The curriculum also taps into the transformative learning theory which is...“grounded in the constructive-developmental perspective, asserting that people construct reality by interpreting their experiences” (Hodge, Baxter, Magolda, and Haynes 2016, para .4). Small group discussion (see Appendix S for discussion questions), as well as pre and post-port sessions for the Global Studies eligible field programs are required for students to make meaning of their experiences. The needs assessment survey identified the need for students to process, reflect and understand their Global Studies eligible field program. Providing more reflection opportunities urges students to reflect on their experience, which is important. Williams (2005) states students must reflect on their experiences abroad. This reflection encourages students to gain intercultural competence and furthers their ability to matriculate through the intercultural development process by breaking down specific instances and examples in-country. Again, many participants felt a strong need to prepare students to process and reflect upon their experiences. One faculty member stated that “if students do not have the opportunity to process the experience, we are just giving away a free trip.” The redefined GSP will bring intentionality to the program design. The purpose of this proposal is not to focus on the current core content taught on board the ship, but to include new co-curricular criteria in the field programs for students to gain academic credit through participating in a Global Studies eligible field program.
Coursework

The coursework will include the previously stated assignments outlined in the 2016 Global Studies syllabus (see Appendix O).

- Require three exams to assess students’ understanding of key materials covered in class and course readings.
- Require attendance for all 5 post-port discussion groups, along with reflection papers or short writing assignment due on the day class meets. Assign each student to a small post-port discussion group with structured facilitation guided by a faculty and staff member.
- Require three analytical essays for students to analyze key theories in the course.
- Require attendance on at least four hours of a Global Studies eligible field program. This experience constitutes for at least twenty percent of the contact hours for the course.
- Participate in more than one Global Studies eligible field programs, though only $100 credit will be given to each student.
- Limit Global Studies eligible field programs to small group size of 30 participants in each program.
- Register students for Global Studies eligible field programs by the end of add/drop week.
- Require Field Program Assignment. Create a group of 5-6 students and construct short group presentation (15-20 minutes) to share learnings (see appendix U for Field Program Assignment).
- Require attendance at pre-port and post-port sessions for the upcoming port. The sessions include discussions and lectures by shipboard scholars and the intercultural
specialist in the Lido Terrence. Pre-port session prepare students for their experience which may include a lecture or small group discussion. This post-port session involve discussion, group projects, and group presentations.

**Co-curricular**

The redefined GSP coursework will promote engagement with local community members, encouraging students to inquire and analyze other cultures outside of their own. The hope of the redefined GSP is that more students will choose programs such as homestays, IMPACT, service learning as a co-curricular experience in-country, etc. After participating in a Global Studies eligible field program, students would be encouraged to share their experiences with other students by hosting a discussion panel or participating in social clubs such as IMPACT, club, and other cultural programming on the ship. Each voyage will block off one evening seminar to students wanting to share their Global Studies eligible field program experience with the larger community. In addition, students will be required to attend at least four evening seminars. Evening seminars include a range of cultural topics, from a diversity panel to an international faculty sharing facts about their home country, to structured worldly topics such as world diseases, water issues, and climate change.

**Staffing Plan**

ISE has a wide range of faculty and staff that travel every academic semester on the ship, as well as the permanent administration that manages operations from the home office in Fort Collins, Colorado. The faculty and staff on the ship as well as the academic and field departments at headquarters work collectively to administer the GSP. At the core of the GSP is the Global Studies team, which consists of the Global Studies Course Director (see Appendix G for job description), an Intercultural Communication Specialist (see Appendix F for job
description) and two instructional coordinators (see Appendix E for job description).

Cooperatively, these positions work together to lead the GSP.

Faculty (see Appendix D for job description) and various staff members jointly play a vital role in sustaining and supporting the GSP. Outside of their key roles, faculty and staff are required to lead five post-port discussion groups. In addition to leading the discussion groups, faculty and staff are involved in leading many of the field programs as trip liaisons (see Appendix M for leadership opportunities for faculty and staff). A shipboard scholar (see Appendix M for Leadership opportunities for faculty and staff), more likely a faculty member knowledgeable of the content, will lead the Global Studies eligible field program. Shipboard scholars must meet certain qualifications such as facilitation skills, interest in program, knowledge of program, and experiential learning experience.

**Program Marketing**

The ISE home office has a marketing department that employs numerous strategies to showcase the GSP. The marketing department will continue to work with the Academic Affairs Department to implement an effective marketing plan. Utilizing the close partnership with Colorado State University (CSU), SAS and CSU will create Global Studies flyers to put up around CSU campus. The more visibility GSP has, the more likely SAS will build credibility and attract students from different backgrounds. Global Studies flyers along with eligible field programs will be included and mailed to enrolled students. GSP will have its own page on the website, along with a direct link to the Global Studies eligible field programs, making it extremely accessible to students. This webpage will include the distinction between field classes and field programs. Presumably, the social media team on board the ship will be directed to attend the Global Studies eligible field programs to highlight the program through photography.
and videography. Platforms such as Facebook, Instagram, and Snapchat will be used to capture the redefined GSP and eligible field programs, expanding the number of students reached. Furthermore, the SAS academic department will continue to develop relationships with other universities in order to grow the number of institutions that accept the Global Studies credit. The academic and recruitment team will do this through attending international conferences, educational fairs, etc. As a required course for all SAS participants it would be beneficial to have students’ academic credit transfer back to their home institutions. The required course builds SAS’s reputation to educate students with the global understanding necessary to address the challenges of our interdependent world, while also creating a branding opportunity. The GSP demonstrates SAS’s value of expanding students’ intercultural competence, a skill set valued at most institutions nationwide. Thus, it would be beneficial to have all students come home as global citizens ready to take on challenges of an interdependent world and make changes in their home institutions.

**Student Recruitment**

The recruitment process is carried out by the admissions team at ISE and the recruitment representatives throughout the country. The recruitment representatives are crucial to disseminating information about the program and attracting students from all types of backgrounds. GSP focuses on developing skills that allow students to interact effectively and appropriately with others outside their culture. Thus, it is essential that ISE recruits from multiple institutions, such as historically black colleges and universities (HBCU’s), and partner with organizations like Diversity Abroad. Scholarships should be highlighted on the website and in promotional material to recruit students from different social economical statuses. Increased diversity will create powerful and enriching discussions in and outside of GSP. Each recruitment
officer should speak of the highlights and benefits of the GSP. Student testimonials should be included in marketing material.

**Admissions**

SAS students are required to meet a certain standard. They must be interested in learning and understanding how to travel the world. SAS admissions are open to traditional and non-traditional students such as international students, GAP year students, and Lifelong Learners. ISE policies suggest qualified students of any sex, gender identity, race, disability status, veteran status, nationality, or ethnicity are eligible candidates for admissions (Admission-aid/requirements, 2017).

Semester at Sea admissions requirements are the following:

- A complete application.
- Payment of a non-refundable application fee $50.
- Minimum of at least a 2.75 cumulative GPA.
- Complete a short essay of 300-500 words.
- Complete disciplinary clearance form from school’s judicial affairs office at time of application.

**Logistics**

Each SAS voyage is unique and different. The curriculum is exclusive to the itinerary. ISE Academic Affairs and Field Office departments work directly with each voyage’s Global Studies team. These departments collaborate to propose, strategize, organize and implement the Global Studies Program.
The Academic Affairs Department starts the logistical process by delivering a clear message to students on how to use My Passport (see Definition of Terms and Acronyms) to sign-up for their Global Studies eligible field programs. The Field program planning sheet (see Appendix L) will also be included in students’ enrollment materials as a planning calendar so they can start planning out which Global Studies eligible field programs they would like to attend, along with their field classes. Soon after, the Academic Affairs Department starts coordinating the time and location of GSP on the ship. Due to the size of the Global Studies Course and lack of classrooms on board the ship, an immense amount of effort is necessary to organize the course. Additionally, the Academic Affairs Department and the Global Studies team collaborate in the process of pairing up compatible faculty and staff to facilitate post-port discussions groups.

The Global Studies team on board the ship is in charge of organizing and inviting guest lecturers and intercultural specialists to present, along with shaping the flow and pace of the curriculum. With over 500 students enrolled in the course, the team is held accountable to print, distribute and collect all tests. The team is also obligated to grade and report all reflection papers. The redefined GSP will include 5 post-port discussion groups as mentioned above. The time and classroom location must be decided by the Global Studies team before the voyage. The discussion groups require the Global Studies team and faculty or staff member to record attendance at all post-port discussion groups (see Appendix S for discussion questions). The discussion questions will be emailed to faculty and staff the night before to give adequate preparation time. Included in the questions are helpful tips and examples of different facilitation styles to promote dialogue within the small groups.
The Academic Affairs and Field Programs Department work with the tour operators on the ground in each country to implement each field program months in advance. Each country presents unique patterns, culture, and people, presenting an opportunity to further engage students in their learning. There are over two hundred field programs on a voyage. Planning includes decisions to be made on all accommodations, transportation, food, airport transfers, tour guides, and gratuities.

The redefined GSP will include extra responsibility for the Field office and Global Studies team; together, they will need to manage and record each student’s field program participation. Once the voyage starts, the field office on the ship takes the reins and implements the ideas. A shipboard Scholar, most likely a faculty member, will be leading the Global Studies eligible field program. Each faculty member must pick their global studies eligible field program before the voyage departs. This way they are prepared and knowledgeable of the program they will be leading. The Intercultural Specialist will work with each faculty member and use the field class planning form (see Appendix N). An Intercultural Specialist will also work with an Assistant Field Director (see Appendix G for job description) to implement the programs. The pre and post-port sessions for the Global Studies eligible field program will be led by a faculty member and the Intercultural Specialist before arriving at each port. Students, shipboard scholar and an intercultural specialist will meet together for a pre-port and post-departure session before and after the Global Studies eligible field program. Together they will use this time to prepare students for their experiences. Not only is the time used to prepare, but also to process students’ experiences. If students do not use all of their $100 shipboard credit on one experience, they can choose to go on more Global Studies eligible field programs with the remaining credit.
Health and Safety

Above all, health and safety are the highest priority for all participants and employees at SAS. Health and safety policies and procedures are applied in all field programs. On board the ship, SAS health and safety strategies include:

- Medical Clinic.
- Mental health care that includes two licensed clinical psychologists.
- Trained residential student life.
- Travel health insurance plan.

Crisis Management Plan

Traveling to twelve different countries with over 500 participants in four months can leave room for changes to itinerary and unforeseen events to occur. A crisis can happen at any time, thus SAS has contingency plans in place to face any situations that may arise. There are two major components to the crisis management plan: the Green sheet (see Appendix P) and the ground operation team, which consists of the trip liaisons, tour operators, an on-duty dean, and the ship crew.

The Green sheet is a piece of paper given out during pre-port logistics the day before the ship arrives in port. This important paper holds valuable contact information, such as: US consulate, port agent, tour agent, local hospitals, on-duty dean, ship reception, and on-duty medical team. If a participant is out in a port and an emergency arises, there are a number of resources for them to contact using the green sheet. The green sheet also includes helpful information about culture, including tipping, health concerns, language, and cultural norms. SAS works with established and reputable tour agents in more than 50 countries to smoothly carry out all field programs (Info-Hub, 2017). In many instances, faculty and staff have experience leading
international study abroad trips. Therefore, they have the opportunity to serve as trip liaison on a
field program. If an incident arises (e.g., general assistance, psychological, misconduct, sexual
harassment, sickness, medical, health, etc.), the trip liaison will communicate with the ship and
on-duty staff to assess the problem. Each trip liaison will have a tour guide with a local phone to
communicate with the ship if necessary. If an incident does arise on a field program, the trip
liaison is required to report and submit an incident report form to the home office upon returning
from the field program. While in port, there are five staff members on-duty ready to handle any
situation that needs attention. SAS also works with United Health Care Global Office to provide
around the clock medical response.

Budget and Budget Notes

Budget

The budget includes all expenses for the redefined Global Studies Program. The field
program credit acts as the initial cost for the program. Although this is an expense for SAS, it
levels the playing field for all students to have at least one field program experience regardless of
their social economic background. There is also an opportunity for the redefined Global Studies
Program to become revenue generating. For example, if a student has a positive experience on a
Global Studies eligible field program, it could lead to future field programming purchases. This
could also help ignite students’ interest and curiosity to participate in programs that build
intercultural competence, such as home-stays or service-learning.
## Budget Notes

### A. Field Program Credit
- Each student will receive a $100 credit to their shipboard account to be used towards a Global Studies eligible field program.

### B. Labor
- ISE Academic Department will cover the employee’s salary. Please see specific percentages allotted to each GSP position. Some positions have other roles and responsibilities outside of the GSP. Percentages will be attributed to the number of responsibilities and time spent on redefined GSP.
  - ISE Marketing/Communication Department will cover the cost for the Social Media Specialist. 10% of the salary will come from the GSP budget and is based on the number of responsibilities and time spent on redefined GSP.

### C. Marketing Material

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Items</th>
<th>Fixed Costs</th>
<th>Variable Costs</th>
<th>Academic and Field Department % spent on GPS</th>
<th>Marketing Department % spent on GSP</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Global Studies Program</td>
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<td></td>
<td></td>
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<tr>
<td>Video/photography on field programs</td>
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<td>$1,500</td>
<td>Annual</td>
<td>10%</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<tr>
<td>Indirect Expenses</td>
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<tr>
<td><strong>Total Expenses Annual</strong></td>
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<td>$184,965</td>
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• 10% of the marketing material will be directed to the cost of materials spent on the redefined GSP.

D. Indirect Expenses

• 10% will be allocated to indirect expenses. This includes supplies such as scantrons for tests, textbooks, classroom space on ship, management and administrative support.

Evaluation Plan

SAS has very thorough evaluation plans. There are many evaluations for the courses, field classes and the field programs.

The current evaluation plans include the following:

• Field Class Evaluation (see Appendix H) filled out by each student after the field class.
• Faculty Field Class Evaluation (see Appendix Q) filled by faculty after each field class.
• Global Studies Course Evaluation (see Appendix H) filled out by students to evaluate the overall course.
• Global Studies syllabus (see Appendix O) outlines student assessments highlighting exams, self-reflection papers, and participation.
• Trip Liaisons Field Program Evaluation (see Appendix J) are required to be returned after each field program by the trip liaison.
• Field Program Evaluation & Participant Feedback (see Appendix I) must be completed by at least three students.

These current evaluations would continue to be used. Because the Global Studies eligible field program is required, just like the field classes, all students will be required to fill out a Field Program Evaluation & Participant Feedback. The redefined GSP would build off the present plans, including a helping and hindering activity to be held midway through the voyage during
small group discussions. This would allow faculty and staff feedback from the students on what facilitation styles are working. Additionally, faculty and staff would have the opportunity to meet with senior ISE leadership the last week of the voyage to discuss concerns, suggestions, and improvements for the GSP.

**Limitations and Conclusion**

The redefined GSP better prepares students to enter unfamiliar territory with knowledge, respect and understanding towards the local community. Increasing the opportunities students have to interact with local community members also increases their likelihood to build intercultural skills. The redefined GSP allows students to reflect deeply on their experiences on the ground in the host country as they become autonomous thinkers and make decisions on their own. The aim is for students to deconstruct their learning and examine their prior judgments and beliefs, inspiring them to think critically about how they spend their time in a foreign country. Ultimately, it attempts to fulfill SAS’s mission to “educate students with the global understanding necessary to address the challenges of our interdependent world… [through] multiple-country study, interdisciplinary coursework, and hands-on field experiences for meaningful engagement in the global community” (Community, 2016, para.2). This comprehensive approach to intercultural competence combines the GSP course themes with field experiences, reinforcing the notion that holistic experiential co-curricular activities can exist in field programs. Conceivably, the most important goal of the redefined GSP is to heighten the importance and understanding of students’ intercultural competence while in-county, as well as to expand the curriculum in a well-rounded way. As a result, students will more easily be able to connect their interactions in the country back to their courses.
Research shows that intercultural competence sometimes does not show up until much later in students’ lives. It can also show up in many different ways. Further research should be done to survey alumni on how SAS’s students have improved their intercultural competence. The needs assessment survey included staff and faculty but did not include the students’ perspective. Students can interpret experiences differently; thus, with adequate resources, the students’ perspective should be investigated. For future programming, longitudinal research with alumni could benefit SAS. By measuring students’ outcomes over the duration of their lifetime, results could display a more accurate and holistic picture of their intercultural competence skillsets gained on the SAS program. Administering an evaluation to the tour operators could also gain useful feedback from one of the essential stakeholders. This evaluation creates a more reciprocal relationship with the countries and people visited.

The redefined GSP could bring logistical challenges when put into practice. Although it allows students the self-authorship to choose their Global Studies eligible field program, it creates voluminous amounts of reporting and recording for the Field Office and Global Studies team. Nevertheless, it provides a good first step to expanding students’ intercultural competence. With the freedom and open access to co-curricular activities, it may become difficult to track students’ participation in a program, especially if they participate in more than one Global Studies eligible program. It is suggested that SAS use the faculty-led small group discussion as a foundation to launch faculty-led small group Global Studies eligible field programs. This puts more responsibility onto the faculty member but helps simplify logistics of coordinating and reporting over 500 field programs. Obtaining faculty buy-in could be difficult, as faculty members already juggle multiple tasks.
The GSP has enormous potential to transform students’ experiences in-country, creating a pathway for students to participate in more meaningful educational programs, and ultimately leading to an increase in their intercultural competence. This new beginning provides inclusivity to all participants and a foundation for future field programs. It is possible to continue similar co-curricular development in all field programs so they become intentional, educational, and meaningful. Enriching the activities for all field programs sharpens the curriculum, contributes to SAS’s larger mission of building global citizens, and assembles credibility within the international education field.
References

http://www.semesteratsea.org/courses/global-studies-required-core-course-crn-77165/


Federation EIL. Retrieved from:
http://www.sit.edu/SITOccasionalPapers/feil_research_report.pdf


Semester at Sea (SAS). (n.d). Global Studies Course Director Job Description.

Semester at Sea (SAS). (n.d). Faculty Position Job Description.

Semester at Sea (SAS). (n.d). Global Studies Instructional Coordinator


Appendices

Appendix A: Faculty and Staff Needs Assessment Questions

Please note the Global Studies Program has been redefined since the Fall 2016 Voyage. The Global Studies Program will now include two sections of 275 students and meet for 80 minutes on A or B days. Each student will be required to participate in a field program of at least 4 hours in length to meet the number of required contact hours. The field program will need to include criteria related to the Global Studies Program in order for it to be eligible for credit.

1) What was your role in Global Studies? Please choose one.

a) Staff
b) Faculty
c) Part of the Global Studies team
d) None

   Please answer the following questions to the best of your ability. Your opinion is important.

2) From your perspective, what is the purpose of the Global Studies program?
3) From your perspective, what should the learning objectives be on a field program to be eligible to award Global Studies credit?

4) What does intercultural competence mean to you?

5) What kinds of experiences make a difference in building students’ intercultural competence?

6) Describe the most transformative field program you attended on SAS that included some or all of the following themes of Global Studies: self-awareness, intercultural communication, or globalization. Please provide specific experiences that opened up your mind to understand cultural differences.

7) Indicate the extent to which you agree or disagree with these statements using the following scale (circle one for each item):

a) The field programs offered an opportunity to learn more about societal issues and encouraged discussion about diverse populations.
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<thead>
<tr>
<th></th>
<th>Disagree Strongly</th>
<th>Disagree Somewhat</th>
<th>Agree Somewhat</th>
<th>Agree Strongly</th>
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<tr>
<td>b) The field programs offered me a chance to talk with others from diverse backgrounds.</td>
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<td>c) The field programs increased my openness to inquiry about different cultures.</td>
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<td>d) The field programs increased my empathy and respect for local communities.</td>
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<td>e) The field programs increased my tolerance for ambiguity.</td>
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<tr>
<td>f) The field programs expanded my knowledge self-awareness.</td>
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<tr>
<td>g) The field programs expanded my knowledge on intercultural communication.</td>
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<tr>
<td>h) The field programs expanded my knowledge on globalization.</td>
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8) Please circle all of the learning content you think should be outlined in a Field program that would be eligible for a Global Studies credit. (Each student would attend one field program of at least 4 hours in length to gain credit that would go towards the Global Studies Course).

a) Attend a lunch or dinner with the local community members

b) Participate in a scavenger hunt activity to explore local community

c) Visit a local village and craft art

d) Visit a local cave and explore

e) Visit local street food vendors and enjoy tasting of local foods

f) Receive a music, art, or dance lesson from locals

g) Visit local music performance

h) Visit cultural dinner show

i) Visit an historical, cultural, political, economic, or religion site

j) Participate in a homestay

k) Participate in a service learning activity

l) Visit an educational institution, e.g. after-school program, etc.

m) Visit local markets

n) Short language class taught by locals

o) Boat ride on local waterways

p) Visit a local NGO, community center, etc.

q) Participate in a nature hike; highlighting the nature beauty of host county

r) Cooking Demonstration

s) Other. Please list here __________________________________________________________
9) If you could create your own Global Studies field program highlighting themes of self-awareness, intercultural communication, and globalization, what activities or curriculum would you include?


10) From your observations leading field programs, what components or experiences left participants with a deeper knowledge of historical, political, and cultural interconnections between the U.S. and the rest of the world? (e.g. discussion with local students)


11) Describe a field program where there was some sort of service or experiential learning project that put you in contact with the host community.


a.) Did the field program give you an opportunity to interact with local community members and gain insights into their daily lives?

YES or NO If no, please include your recommendations or improvements on how to interact with local community.


b.) Would you include this service or experiential learning project you described as a field program eligible for a Global Studies credit?

   Yes or NO. Please explain why.

   

   

12) Who would be most appropriate to lead a field program for Global Studies credit?

   a) Staff Member
   b) Faculty Member
   c) One member from the Global Studies team (e.g. Global Studies Director, Global Studies Instructional Coordinator)
   d) Other _______________

   Please list the training or qualifications needed

   

   

13) Please share anything else you would like us to know in regards to what criteria SAS should apply when selecting field programs to be eligible for Global Studies credit.

   

   Please check here, if you would like to participate in a voluntary interview. The interview will last approximately 15-20 minutes. This time will be used to gather additional information, further helping SAS design meaningful and experiential field programs that would match the goals and objectives of Global Studies.
Appendix B: Faculty and Staff Interview Questions

1.) Did the field program(s) encourage you or the students to get out of your comfort zones? If so, in what ways?
   a. What types of field programs were they? (e.g. IMPACT, homestay)

2.) What field programs made you feel more like a traveler than a tourist? Please explain why.

3.) How do you think the SAS in-country experiences could be improved in regards to developing intercultural competence?

4.) Please describe what activities in any of the field programs helped you have a better global understanding and perspective of the world?

5.) Please describe what activities in any of the field programs helped you address and critique the challenges of our interdependent world?

6.) As a Trip Liaison, what training or preparation from SAS did you receive on cultural sensitivity and mentoring students? What would have been helpful?

Appendix C: SAS Global Studies Course Director Job Description

Reports to: Academic Deans and Executive Dean

Closing Date: Open until filled

The vision of the Institute for Shipboard Education is to be the leader in comparative global education.

Job Title: Global Studies Director

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1 Semester at Sea (SAS). (n.d). Global Studies Course Director.
Reports to: Academic Dean
Location: Shipboard
FLSA Status: Exempt

Organization Description:
Semester at Sea, administered by the Institute for Shipboard Education, provides undergraduates with a global semester to explore and study many of the people, places, and cultures around the world. More than 63,000 students have studied abroad with Semester at Sea and our predecessor program since their founding in 1963. Semester at Sea is a non-profit 501c3 education organization. In June 1, 2016, Colorado State University will succeed the University of Virginia as the program’s academic partner.

Position Description:
The Global Studies Director will have primary responsibility for instruction in Global Studies, the CORE course on Semester at Sea. This course is required of all SAS students.

Primary Responsibilities:
• Responsible for planning a high-quality and relevant academic experience with a focus on preparing students for ports visited during the voyage and developing their intercultural competence.
• Responsible for Global Studies course content, organization, and effective implementation.
• Responsible for assignment of final grades for students enrolled in Global Studies.
• Lead and coordinate of Global Studies team, holding daily team meetings.
• Maintain regular office hours.
• Coordinate and direct all grading and record keeping.
• Prepare exams with input and feedback from Global Studies team.
• Coordinate and communicate with faculty and interport lecturers participating in Global Studies, preparing them for their specific roles.
• Conduct course evaluation.

Minimum Qualifications and Skills:
• Ph.D. required and prior Semester at Sea voyage experience
• Experience teaching large classes at the college or university level
• International experience, preferably in an academic context
• Academic background in sociology, history, political science, or a related field with subject matter expertise related to Global Studies
• Excellent written and verbal communication skills, highly organized, and ability to work with various constituencies with a high level of enthusiasm and flexibility
• High degree of leadership and coordination skills, resourcefulness, and initiative
• Ability to employ a high level of professionalism and maintain higher education standards and protocol with respect to confidentiality
• Ability to effectively lead and collaborate with an academic team in a unique educational setting
• Support for the mission of the Institute for Shipboard Education

The Institute for Shipboard Education/Semester at Sea is an equal employment opportunity employer. We encourage anyone, regardless of sex, gender identity, race, disability status, veteran status, or ethnicity, to apply.
Appendix D: Faculty Position Job Description

Job Title: Professor

Position Type: Faculty Position

General Responsibilities:

Prepare and teach mutually agreed-upon undergraduate courses, with at least one course numbered as upper (junior-senior) level. Generally, faculty members teach three courses on a fall or spring voyage for a stipend of $11,500 paid in three equal installments during the voyage. They also receive a travel allowance of up to $1,500 for airfare and hotel accommodation through STA Travel and a taxable honorarium of $500, paid on the first installment. The Academic Dean for each voyage hires the faculty based on the applicant's expertise and experience teaching courses similar to the Semester at Sea Frequently Offered Courses list. Additionally, they receive a travel allowance of up to $1,500 for airfare and hotel accommodation through STA Travel and a taxable honorarium of $500, paid on the first installment. The Academic Dean for each voyage hires the faculty based on the applicant's expertise and experience teaching courses similar to the Semester at Sea Frequently Offered Courses list as well as their international experience.

Additional responsibilities include:

Develop and lead in-country field classes for each course taught. The field class associated with each course, included in tuition, is an integral part of the Semester at Sea experience for students and accounts for 20% of the course grade.

---

2 Semester at Sea (SAS). (n.p). Faculty position Job Description.
Provide additional academic leadership in experiential learning by planning a faculty-led field program for the shipboard community or serving as trip liaison for an existing field trip.

Participate in the Global Studies core course, giving possible guest lectures and co-leading intercultural post-port reflection groups.

Give one or more presentations in the Evening Seminar Series.

Be available for student contact outside the classroom.

Participate in program evaluation.

Minimum Qualifications:

An earned doctorate or highest appropriate terminal degree.

A minimum of three years recent full-time undergraduate teaching experience.

A demonstrated record of teaching excellence and ability to work with undergraduate students in a close student/faculty relationship.

A significant level of international expertise/experience in one of the major geographical areas of focus.
A strong record of scholarly accomplishment or equivalent professional experience.

The faculty member and any accompanying family members MUST have valid passports and visas, or participation in this program will not be possible.

Special Instructions to Applicants:

IMPORTANT NOTE ABOUT THE APPLICATION:
For full consideration, please include the following as part of your cover letter:

In bold typeface at the top of your cover letter, please identify the course(s) you are proposing to teach. All courses taught on the ship are selected from courses listed in the Colorado State University catalog (www.catalog.colostate.edu) and 80% are from the Frequently-Offered Courses list.

ADDITIONAL INFORMATION:
Applications of all candidates that meet the minimum qualifications are reviewed by the Academic Dean of a particular voyage. If interested in further discussion, the dean or the senior academic officer will be in contact with individual applicants. Faculty are typically selected 12-15 months prior to a voyage but the hiring process can extend over many months. Please do not contact the dean directly. Instead, send direct inquiries regarding the status of faculty hiring for each voyage to hr@isevoyages.org.
Appendix E: Global Studies Instructional Coordinator Job Description

Job Title: Global Studies Instructional Coordinator

Reports to: Global Studies Director

Location: Shipboard

FLSA Status: Exempt

Organization Description:

Semester at Sea, administered by the Institute for Shipboard Education, provides undergraduates with a global semester to explore and study many of the people, places, and cultures around the world. More than 63,000 students have studied abroad with Semester at Sea and our predecessor program since their founding in 1963. Semester at Sea is a non-profit 501c3 education organization. On June 1, 2016, Colorado State University succeeded the University of Virginia as the program’s academic partner.

Position Description:

The Global Studies Instructional Coordinator will provide technical, logistical, and student support for the Global Studies course (required of all Semester at Sea students) and report directly to the Global Studies Director.

Primary Responsibilities:

• Attend daily Global Studies class sessions and assist with course logistics.
• Maintain electronic database to track student grades for exams and assignments.
• Assist with creating exams and grading written assignments.
• Operate scantron for scoring exam performance.
• Liaison with ship AV staff to provide technical support for Global Studies.
• Serve as point of contact for guest lecturers to support their AV and related technology needs.
• Maintain regular office hours and lead study sessions for students.
• Assist students needing learning accommodations.
• Respond to email queries from students.
• Organize post-port reflection groups (in close consultation with the Intercultural Specialist).
• Participate in Global Studies daily team meetings.
• Perform other duties as assigned by the Global Studies Director.

Qualifications and Skills:
• Minimum of M.A. or M.S. required
• Experience working effectively with diverse students in higher education
• International experience, preferably in an academic context
• Excellent written and verbal communication skills, highly organized, and ability to work with various constituencies with a high level of enthusiasm and flexibility
• Comfort and proficiency with technology and database management
• High degree of resourcefulness and initiative
• Ability to employ a high level of professionalism and maintain higher education standards and protocol with respect to confidentiality

• Ability to work in a team environment

• Support for the mission of the Institute for Shipboard Education

The Institute for Shipboard Education/Semester at Sea is an equal employment opportunity employer. We encourage anyone, regardless of sex, gender identity, race, disability status, veteran status, or ethnicity, to apply.

Appendix F: Global Studies Intercultural Specialist

Job Title: Global Studies Intercultural Specialist

Reports to: Academic Dean

Location: Shipboard

FLSA Status: Exempt

Organization Description:

Semester at Sea, administered by the Institute for Shipboard Education, provides undergraduates with a global semester to explore and study many of the people, places, and cultures around the world. More than 63,000 students have studied abroad with Semester at Sea and our predecessor program since their founding in 1963. Semester at Sea is a non-profit 501c3 education organization. In June 1, 2016, Colorado State University will succeed the University of Virginia as the program’s academic partner.

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Position Description:

The Global Studies Intercultural Specialist will provide specialized expertise to enhance course content on interpersonal communication and design the post-port reflection sessions as a core component of the Global Studies course. This individual will also teach two regular academic courses in addition to this assignment.

Primary Responsibilities:

• Assist with planning a high-quality and relevant academic experience with responsibility for the intercultural communication content of Global Studies
• Design and organize post-port reflection sessions, in close coordination with the Global Studies Director
• Develop and implement training (pre-voyage and during faculty/staff orientation) of faculty and staff to effectively lead the post-port reflection groups
• Coordinate the assignments and grading associated with the post-port reflection groups
• Provide direction regarding organization of the groups (composition, size, meeting location, etc.)
• Participate in daily Global Studies team meetings
• Be available to consult with faculty and staff reflection group leaders and actively solicit their feedback during the voyage

Minimum Qualifications and Skills:

• Ph.D. required
• Experience teaching large classes at the college or university level
• International experience, preferably in an academic context

• Recognized expertise in intercultural communication

• Excellent written and verbal communication skills, highly organized, and ability to work with various constituencies with a high level of enthusiasm and flexibility

• High degree of leadership and coordination skills, resourcefulness, and initiative

• Ability to employ a high level of professionalism and maintain higher education standards and protocol with respect to confidentiality

• Ability to effectively lead and collaborate with an academic team in a unique educational setting

• Support for the mission of the Institute for Shipboard Education

The Institute for Shipboard Education/Semester at Sea is an equal employment opportunity employer. We encourage anyone, regardless of sex, gender identity, race, disability status, veteran status, or ethnicity, to apply.

Appendix G: Assistant Field Director Job Description

Semester at Sea

Assistant Field Director Position Description

Semester at Sea offers approximately 200 in-country Field Programs on every voyage. Experiential learning and cultural connection are at the heart of SAS In-Country programming. Every program is designed with our participants in mind to provide a unique experience that brings each destination to life.

The Field Office is comprised of a Director, two Assistant Directors, and several student employees per voyage. Semester at Sea is seeking two (2) Assistant Field Directors per voyage (Fall 2017 and Spring 2018), for a total of four (4) hires.

On each voyage, one Assistant Field Director will be primarily responsible for Field Classes, and the other Assistant Field Director will be primarily responsible for Field Programs.

The employment term for the Assistant Field Directors is four months prior to the start of the voyage and nearly four months for the duration of the voyage, for a total employment of approximately eight months.

Fall 2017 – Begin working at SAS Headquarters in Fort Collins, CO on June 1, 2017, then transfer employment to the ship through December 22, 2017.

Spring 2018 – Begin working at SAS Headquarters in Fort Collins, CO on September 1, 2017, then transfer employment to the ship through April 19, 2018.

The Assistant Director with primary responsibility for Field Classes will report directly to Sara Karen Arlin, Director of Academic Programs during the first four months in Fort Collins, and will continue as a dual report to the Field Program Director once on the ship.
The Assistant Director with primary responsibility for Field Programs will report directly to Shannon Gagnon, Director of International Field Programs during the first four months in Fort Collins, and will continue as a dual report to the Field Program Director once on the ship.

A. ISE Office in Fort Collins

Field Classes
Become familiar with Semester at Sea faculty and course catalogue including co-requisite field classes for the upcoming voyage. A field class is the full-day, in-port experiential component of each course taught on a voyage. There will be approximately 75 field classes spread across the countries on the itinerary. Contribute to ongoing assessment initiatives in the Academic & Field department. Take primary responsibility for processing Field Class Evaluation forms, drawing on theory in experiential education and international education best practices to analyze student feedback and make suggestions for improvements to future programs.

Field Programs
- Update materials for IMPACT Opportunity field programs
- Prepare and update internal materials for use on the ship
- Respond to phone calls and email
- Monitor voyage Facebook page
- Enter program information into Colleague and Banner databases

B: Aboard Ship

Field Classes
▪ Act as liaison to the faculty and assist them in the coordination of their field classes. Provide on-going orientation and support in experiential education best practices.
▪ Partner with voyage’s academic administrators, the Academic Dean and Registrar, to support experiential mission of field classes and enforce policies around attendance.
▪ Manage field class evaluation process. Review evaluations on ship to provide personalized, actionable feedback to each faculty member.
▪ Work closely with Semester at Sea’s on-ship field office and local partners in confirming and executing field operations, focusing on field classes.
▪ Act as member of IMPACT steering committee, to support IMPACT scholars in shipboard programming and in-country service programs
▪ Prior to departure, participate in regularly scheduled conference calls

Field Programs
▪ Assist in conducting pre-port briefings for the shipboard community prior to arrival in each port.
▪ Support mission of Field Office by providing information to all participants about field program content, policies and procedures.
▪ Assist with trip departures in each port-of-call.
▪ Attend at least one field class and provide detailed assessment.
▪ Serve as trip liaison for one or more trips during the voyage.
▪ Assist in the development of new international field program contacts.
▪ Organize all Field Office work
▪ Assist with supervision of student employees
▪ Publicize and promote field programs to the shipboard community
- Provide constituent service in support of onboard field program registration
- Assist with pre-port presentations
- Dispatch trips in port
- Prior to departure, participate in regularly scheduled conference calls

**Minimum Qualifications:**

- 3+ years of experience in a fast-paced environment, preferably in the travel industry or education abroad office
- Working on Master’s Degree or recently completed; related to international education, communications, international affairs, public relations, or a related field.
- Demonstrate understanding of global issues as they relate to international educational and cultural exchanges.
- Experience studying or working abroad.
- Customer service experience
- Experience with database management tools
- Demonstrated ability to create an environment where students feel free to ask questions and obtain assistance
- Excellent organizational, communication and computer skills while working in a fast-paced office environment.
- A ‘whatever it takes’ attitude for handling unexpected tasks and situations as they arise on a day-to-day basis.
- Sensitivity to and awareness of cultural differences.
- Flexibility and a mindset of getting things done essential
▪ Excellent interpersonal and communication skills, and the capacity to relate effectively with Program constituents

▪ Must be detail-oriented, with the ability to balance multiple priorities in a complex and dynamic environment

▪ Ability to exercise good judgment on a range of issues

▪ Required to share a cabin with a person of the same gender

Preferred Experience

▪ Supervisory experience

▪ Experience working with faculty.

▪ Prior Semester at Sea experience

▪ Experience leading student groups (domestic or international).

▪ Crisis management training and/or experience.

Compensation

▪ $1600 per month during the four months in Fort Collins, CO, including up to $1700 in approved, reimbursed expenses leading up to the voyage (e.g. modest relocation assistant to Fort Collins if applicable, securing necessary visas, immunizations, and other work-related activities).

▪ Stipend of $5,000 for the voyage

▪ Free passage for the Spring 2017 Semester at Sea voyage, including board and shared cabin

▪ Travel expenses to and from ship reimbursed up to $2,000

Appendix H: Semester at Sea Global Studies Course Evaluation

6 Amended from Semester at Sea (SAS). (2017). Course Evaluation
Semester at Sea Course Evaluation

How well did the class sessions increase your understanding of the subject?

How well did reading assignments increase your understanding of the subject?

How well did other course assignments increase your understanding of the subject?

How do you rate the intellectual challenge of this course?

How do you rate the instructor’s knowledge of the subject?

How do you rate the instructor’s enthusiasm for teaching the subject?

How effectively did the instructor organize this course?

How well did the instructor create an atmosphere that was respectful of student opinions, ideas, and differences?

How do you rate the availability of the instructor to help students outside of class?

To what extent was the course content relevant to the voyage itinerary?

To what extent did the field program associated with the course contribute to your learning?

Appendix I: Field Program Evaluation & Participant Feedback

1. On a scale of 1-5, how would you rate your overall experience?

____________________________

(1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent)

2. Using a 0-10 scale, how likely is it that you would recommend this Field Program to a friend or colleague? ______________

____________________________

(0= Not at all likely  →  5= Neutral  →  10= Extremely likely)

(value must be 1 → 10)

3. On a scale of 1-5, how would you rate the following components of your Field Program? Write

N/A if it doesn’t apply.

(1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent)

a. Accommodations _____________

b. Transportation _____________

c. Food _____________

d. Guides/ Leadership Team_____________

e. Educational Quality & Value-Added _____________

f. Additional comments? Please include names of individuals and/or facilities as relevant. (use back if needed)

4. On a scale of 1-5, how did we do meeting or exceeding your expectations? _____________

(1= completely disappointed,  3= did not meet expectations, but OK,  5= met or exceeded expectations

If the program did not meet or exceed your expectations, please elaborate why:

5. What did you like most about the program?
6. How can we improve the program for future voyagers?

7. How can you relate this experience to your onboard coursework? What specific academic topics/themes were covered?

8. Is there anything (practical logistics and/or educational background knowledge) you wish you would have known more about in advance?

9. Can we quote you? Give us a good one and we'll include it in the next Field Program!

10. Do you have any additional comments you would like to share? (Use backside or email Field@isevoyages.org)

Trip Code: ________________________ Name of Program: ___________________________

_________________________________________ Voyage: ___________________________

Your Name (optional): ____________________________ Type: Student

Faculty Staff LLL Other

Thank you for helping to improve SAS Field Programs! Your input is greatly appreciated.

Appendix J: Trip Liaison Field Program Evaluation

Field Program Evaluation Protocol:

__________________________

We ask the Trip Liaison (TL) to ensure *at minimum* three participants complete a paper copy of
the participant program evaluation at the end of each field program. The Field Office is
responsible for printing these and giving to the TL to distribute. (Ideally it would be more than
three, and ideally the three participants are chosen at random to help eliminate outliers; naturally,
the ones who loved or hated something are the ones who will volunteer). The TL then also
completes his/her own Trip Liaison program evaluation and hands all 4+ copies in to the Field
Office on-ship with the rest of the Trip Liaison checklist items. A digital version of the
participant evaluation is emailed to all participants the last day in port via Moodle (initiated by
home office.) (Note, participants who participate in multiple field programs in one port can only
choose one evaluation to complete; the system does not accept multiple entries from same
person.) The Shipboard Field Office summarizes and synthesizes the paper evaluations and all
the Moodle feedback in the post-port Field Office Report and emails back to home office ASAP
upon leaving port. Once Field Office Report is emailed back to home office, the paper
evaluations should be sorted and stored to be mailed/ returned to home office once voyage ends.
If separated into folders, evaluations should also be free from all extraneous materials – ex:
excess gold tickets, copies of internals, etc. Where possible, try to keep evaluations in good
shape and avoid hole-punching, this makes them difficult to scan for archiving purposes.

**TRIP LIAISON Field Program Evaluation**

*SAS Trip Liaisons are our best resource for improving the quality, safety and educational impact
of our programs. We rely on your honest, thorough and thoughtful feedback to help us make

*Field Programs the best they can be!* Thank you!*
1. On a scale of 1-5, how would you rate YOUR overall experience?  
_________________________________  
(1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent)

2. On a scale of 1-5, how do you perceive the program was received by participants?  
_________________________________  
(1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent)

3. What were the best aspects of this program?

4. What were some of the challenges?

5. A) What specific aspects of your itinerary worked the best? (Keep!)  
   B) What specific aspects of the itinerary fell flat? (Change!)

6. How can we enhance the academic value of this program?

7. Gifts/Donation items: Did you give any donation items or gifts? Yes No  
a. What did you give? To whom? Were they provided by SAS or individuals?

b. Do you have any recommendations for future donations?
8. Did you feel prepared to assume the role of Trip Liaison on this program? If yes, please elaborate. If not, how could SAS have better prepared you?

9. Quality Control. Food, lodging, transportation, activities—did they all meet or exceed expectations? Please elaborate and include names of individuals and/or facilities as relevant.

Health & Safety.

10. Do you have any safety concerns or red flags (including “near misses”)?

Did you have ANY incidents (including student conduct)? If yes, please complete Incident Report(s).

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<th>Yes</th>
<th>No</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did the driver(s) drive at a safe and comfortable speed at all times?</td>
<td>☐ ☐ ☐</td>
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<td>2.</td>
<td>Did the driver(s) refrain from any behavior while driving that you felt was unsafe (<em>using cell phone, socializing, etc.</em>)?</td>
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<td>3.</td>
<td>Did the guide/driver(s) adhere to what you understood to be itinerary?</td>
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<td>4.</td>
<td>Did the guide(s), driver(s), or other personnel on the trip behave in a manner that was considered appropriate by all trip participants?</td>
<td>☐ ☐ ☐</td>
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<td>5.</td>
<td>Did the transportation vehicles and other equipment used on the trip appear to be in good working order?</td>
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11. Stories of impact. Were there any students who had a particularly transformative or impactful experience? In some cases, we may follow-up with these students to request they tell their story via blog post, video, etc. These students do not have to be the most outgoing or vocal, we’re looking for the best stories of transformation that demonstrate the SAS Field Program providing a truly exceptional, co-curricular experience. Provide names here:

12. What advice would you give to the next Trip Liaison on this program?
13. Any additional comments or suggestions you have would be greatly appreciated (use another sheet of paper or send a separate email to Field@isevoyages.org if needed).

Trip Code: _____________________ Name of Program: ___________________________
Voyage: ________________

Your Name: ___________________________________ Your Role: Faculty Staff
Other __________________

Appendix K: Field Class Student Evaluation

STUDENT EVALUATION OF FIELD CLASS – FALL 2016

Name of Course _____________________________ Faculty Name ____________________

Student Ship ID #__________________________

Course Code ___________ Port ___________ Student ___ LLL ___

________________________________________________________________________

9 Semester at Sea (SAS). (2017). Field Class Student Evaluation
Part I. Please rate the field class on a scale of 1 to 5. (NA = Not Applicable, 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent) Offer comments in this section or in Part II.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Educational Value</td>
<td>______</td>
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<tr>
<td>Connection to course</td>
<td>______</td>
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<td>Preparation for Experience</td>
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<td>Lecturers</td>
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<tr>
<td>Guides</td>
<td>______</td>
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<tr>
<td>Overall (average) rating</td>
<td>______</td>
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Part II.

1. EDUCATIONAL VALUE:

A. What did you learn from participating in this field class? What academic topics/themes were covered?

B. For you, how did the field class tie back to your course on the ship?

2. ACTIVITIES & ITINERARY: Please comment on the field class activities, including design of the itinerary.
3. **SUGGESTIONS:** Please provide any additional comments. What could we have done to make you better prepared for this field class? What do you think other students should know about this field class? How could the program have been improved?

(Please use the reverse side to make additional comments. Return this required form to your professor in class.)

**Appendix I: Spring 2017 Semester at Sea Field Programs Planning Worksheet**

*Spring 2017 Semester at Sea Field Programs Planning Worksheet*

This worksheet is meant to be a tool to help you map-out your in-country experiences. Please consult the published field programs on our website for the most up-to-date program information. Note, please use the Trip Code (e.g. CAS 404-101) (not program name) to ensure accuracy in registration using MyPassport.

*Don’t forget about your field classes! Be sure to check your own course schedule and label your field classes first so you know which days you are free.*

Try to leave at least a **2-HOUR buffer** between programs to account for delays. Honolulu, Hawaii

<table>
<thead>
<tr>
<th>12 January</th>
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*Note, Hawaii and Mauritius are fuel stops and not standard full ports of call. Therefore, passengers wishing to disembark must be registered in a Field Program or be participating in a Field Class. Independent travel is not allowed.*

Kobe, Japan

| 24 January | 25 January | 26 January | 27 January | 28 January |

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### Shanghai, China

<table>
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<tr>
<th>31 January</th>
<th>01 February</th>
<th>02 February</th>
<th>03 February</th>
<th>04 February</th>
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### Ho Chi Minh City, Vietnam

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<th>10 February</th>
<th>11 February</th>
<th>12 February</th>
<th>13 February</th>
<th>14 February</th>
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### Yangon, Burma (Myanmar)

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<th>20 February</th>
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<th>23 February</th>
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### Cochin, India

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<th>06 March</th>
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Port Louis, Mauritius

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<th>12 March</th>
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</table>

*Note, Hawaii and Mauritius are fuel stops and not standard full ports of call. Therefore, passengers wishing to disembark must be registered in a Field Program or be participating in a Field Class. Independent travel is not allowed.*

Cape Town, South Africa

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Tema, Ghana

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<th>01 April</th>
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Casablanca, Morocco
Appendix M: Leadership Opportunities for Faculty and Staff

Faculty and staff members play an important role in the success of the Field Program through volunteering their time and expertise to serve in a leadership capacity. There are two types of involvement: (a) serving as a lead instructor or a “shipboard scholar” and/or (b) serving as an SAS Trip Liaison on any standard Field Program. Many faculty/staff members will serve in these roles multiple times throughout the voyage. Though not required, it is highly encouraged, and the success of the Field Program is dependent upon these volunteers. You do not need to be already registered in the Field Program to express interest in a leadership role.

“Shipboard Scholar” (aka: Faculty-Led*) Programs:

*SAS has adopted the term “Faculty-Led” because it is widely recognized and appreciated in the field of International Education. However, we recognize our ship is full of experienced professionals across many disciplines who are not Faculty but who are also qualified to serve in this role. Therefore, we welcome all Faculty, Staff and qualified spouses/partners and caretakers of dependent children to express their interest in sharing their expertise with the shipboard community in this capacity.

What: Field Programs ranging in duration from half-day excursions to multi-day expeditions that feature a Faculty or Staff member as the lead instructor and facilitator. In

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11 Semester at Sea (SAS). (2017). Leadership Opportunities for Faculty and Staff.
most, but not all cases, this person also fulfills the Trip Liaison responsibilities outlined below.

**Who:** All Faculty and Staff are encouraged to consider extending their teaching in the field in this capacity.

**When:** Development of new Faculty-led programs happens throughout the preparatory process and must be finalized prior to embarkation.

**Where:** Faculty-led Programs take place in every port throughout the voyage and are not restricted to the ports where professors’ Field Classes are taking place.

**Why:** Faculty-led Programs provide the opportunity for faculty and staff to share their background and expertise with the entire shipboard community in an experiential field setting (Field Classes are restricted to those registered in the courses). Featuring faculty and staff expertise on our programs not only increases the educational quality, it also helps differentiate us from other opportunities and supports our efforts to promote the “value-added” of traveling on SAS Field Programs.

**How:** Review current program offerings here to see which programs line-up with your area of expertise and submit your Expression of Interest here. The home office field team works with the on-ship Academic and Executive Deans, and the
Field Director to assign and confirm appointments. In some cases, custom program development will be considered (similar to the Field Class model), however, the preferred method is to “adopt” an existing Field Program. To submit a proposal requesting new program development (for a program not currently offered on our website), please download this form and email to: sgagnon@isevoyages.org for review and consideration.
**Requirements & Expectations:** Faculty/staff leaders serve as a lead instructor and facilitator on these programs and therefore **must have relevant experience and qualifications related to the program destination and/or content area.** In addition, faculty/staff must have previous experience working with undergraduates in an out-of-classroom environment. For overnight programs, faculty must have previous experience leading groups of students. In exchange for volunteering their time and expertise, the faculty/staff leader’s program fee is waived and he/she participates free of cost. Single rooms are also prioritized where available.

*Expectations BEFORE the program:* Consult with ISE home office Field Team to finalize program description; Help facilitate communication and logistics coordination with local connections (if applicable); Ensure adequate participant preparation (e.g. host a pre-trip meeting, email relevant pre-trip readings, etc. This related to content only, not logistics.)

*Expectations DURING the program:* In addition to fulfilling all Trip Liaison responsibilities outlined below, Faculty leaders are expected to deepen the educational value by facilitating discussions and sharing his/her expertise as appropriate and applicable. All leaders will be accompanied by local guide(s) and drivers from contracted service providers who are in charge of logistics.

*Expectations AFTER the program:* Faculty leaders do not have any extra responsibilities outside of the standard Trip Liaison role outlined below. In some cases depending on the
program, Faculty leaders may want to arrange a post-program reflection session with program participants.

SAS Field Program Trip Liaisons:

**What:** Every field program (~200 unique departures) requires at least one Faculty or Staff member to serve as an SAS Trip Liaison. The Trip Liaison (TL) serves as the link to the ship and home office and as an assistant/partner to the local guide(s). This is primarily a logistics support role with no content responsibilities.

**Who:** All Faculty and Staff are eligible for consideration. In some cases, spouses/partners or caretakers of dependent children may be considered for this role (in which case additional paperwork is required upon finalizing appointment.) **When:** The home office works with the Administrative Team prior to embarkation to assign key TL positions before the voyage begins (e.g. overnight programs requiring flights). TL appointments then continue throughout the voyage.

**Where:** Trip Liaisons are required on every Field Program in every port.

**Why:** Being a Trip Liaison is a great opportunity to help bring the "magic" to life in the field. In this role, TLs have the unique opportunity to help facilitate, what in many cases, will be the most impactful moments of the students' semester. TLs get a front-row seat witnessing the transformational power of educational travel; many Faculty/Staff report this being one of the most fulfilling aspects of their voyage.
How: Review current program offerings here and submit your Expression of Interest here. The home office field team then works with the on-ship Field Director and the Academic and Executive Deans to assign and confirm appointments.

You do not need to be already registered in the Field Program to express interest in serving as a TL.

Requirements/ Expectations: In addition to supporting logistics management, Trip Liaisons help facilitate student processing and meaning-making, capitalize on teachable moments, and mentor students through the learning. Trip Liaisons do not have any content delivery responsibilities and therefore no previous experience with the location or subject area is required. However, because this position plays an important role in supporting smooth program operations, monitoring participant conduct and supporting emergency response, applications are encouraged from faculty and staff who have previous experience with undergraduates in an out-of-classroom environment. For overnight programs, preference will be given to those who have previously led multi-day programs for undergraduates.

Trip Liaisons are the official representative of Semester at Sea. Primary responsibilities include:

1) Keep participants informed of trip details

2) Assist the trip guides with communication (bus boarding, hotel check-in and check-out, etc.)

3) Work with the guide to handle any problems that may arise during the trip (including emergency response management and communication back to the ship)

4) Manage for student conduct, wellbeing, and document any violations
5) Provide a written evaluation of the program once it is completed

As compensation for this service, Trip Liaisons are extended a 50% discount on all day-programs. **On overnight programs, Trip Liaisons are comped 100% due to the extra demand placed on this role.** Credits will be issued at the time of program registration. If you have already registered and paid for a program, a credit will be applied to your account at the time of TL appointment. Single rooms are also prioritized where available.

If a Trip Liaison fails to fulfill the duties outlined above (including submission of end-of-program evaluation and returning of trip materials in a timely manner), the balance of the full program fee will be automatically charged to his/her shipboard account.

*Trip Liaison training will be provided during the first week of the voyage. There will also be a required session prior to arrival in each port with program specifics. All Trip Liaisons will be given a folder containing itinerary, safety information, evaluation forms and other materials, as well as a medical kit for select programs.*

*SAS Trip Liaisons are not are not asked to be in a formal leadership role. Trip Liaisons are NOT in charge: the guide is ultimately responsible for health, safety and successful trip delivery. Trip Liaisons are permitted to ask to reduce the risk on any given program or activity, but they may not ask for increased levels of risk. This means, we are placing great emphasis on the role of service provider staff (and/or their subcontractors) to successfully implement our programs and manage for risk. The primary role of the service provider (and/or their*
subcontractors) is to manage for successful implementation of itinerary/activity logistics (food, lodging, transportation, etc.) and deliver place-based knowledge. Guides are expected to impart knowledge including historic, ethnic, cultural, economic, and to enrich the participants’ experience and deepen their understanding of the country and its people. The service provider is also responsible for the local expertise as it relates to safety and risk management. In the event of an emergency, Trip Liaisons will support participant management and communication with the ship; service provider staff are expected to take the lead enacting the emergency response plans of the company. At all points during agreed upon terms of service, the service provider staff are the ones who are expected to know the ins and outs of itinerary specific emergency action plans, including but not limited to: evacuation routes, nearest medical care (and how to get there), risks associated with specific activities and preventative measures, etc.

Appendix N: Field Class Planning Form

FIELD CLASS PLANNING FORM

Once approved, submit one form for each field class you develop.

Faculty Name:  
Voyage: Fall 17

Course Title:  
Discipline:

I. Field Class

- Date:
- Destinations or sites (include addresses when not major landmarks):
- Number of projected participants (include local hosts that will join the group):
- Duration of class: ___ hours on and ___ hours off the ship

**Learning objectives:**

1. 
2. 
3. 

II. In-Country Contact or Local Host

Name:

Title:

University Affiliation/Organization/Other:

Email:

Phone:

III. Itinerary (Please indicate timing, including projected departure time from ship and return to ship. Below is an example.)

0930 Pre-port session in classroom

1000 Depart ship (earliest start time for Day 1 due to immigration and clearance of the ship.)
1100  Meeting with X (example)
1300  Lunch (example)
1400  Tour of Y (example)
1730  Arrive ship (Last day Classes must return by 1700 when there is an 1800 on-ship time.)
1730  Reflection session in classroom

IV. Logistics: (An escort will accompany your group for the entire day. This is a program requirement. Please detail other logistical support you will require.)

Transportation: Public or Private? Full day or half day?
Interpreter: Needed?
Meals: Lunch or dinner?
Escort/Guide: Any special requests?
Other/Special Requests:

V. Anticipated Costs: (Keep in mind we have a budget of $100 per student.)

▪ Please list which sites and activities have associated costs (Note that we do not need exact costs for each location, as the tour operator will advise us on this.)
▪ Will you want an honorarium for your local host? (Cash funds from the ship available in USD.)
▪ Will you want gifts for your local hosts? (There is a limited supply of Semester at Sea branded items on board. We encourage you to bring gifts from home as well. Please choose cash or gift but not both.)
**VI. Final Description for Website:** (This description, date, and port for the class must be included in the Field Work section of your final syllabus. It will also be posted on the website here for the students to assist them in scheduling in port plans.)

Appendix O: Semester at Sea Global Studies Course Syllabus

Semester at Sea, Course Syllabus

Colorado State University, Academic Partner

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Voyage: Spring 2017

Discipline: International Education

Course Number and Title: IE 300 Global Studies

Division: Upper

Faculty Name: Tom Taylor

Semester Credit Hours: 3

Prerequisites: None

**COURSE DESCRIPTION**

Traditional and changing institutions, systems, values and identities in selected cultures will be explored from global and interdisciplinary perspectives using an integrated approach. Forces of

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globalization will be identified and the wide-ranging effects of globalization on cultures will be discussed. The complexity of development issues will be examined in the context of specific regional issues. Students will learn about diverse cultural expressions and will be challenged to examine how elements of culture are perceived, portrayed, and experienced from multiple points of view. Students will be asked to articulate their own points of view and identify the factors influencing their interpretations.

Students will analyze and explore these themes of globalization through the lens of a variety of travelers as well as through their own travel experiences. Travelers are and have always been key actors and interpreters of cross-cultural exchanges. Who travels and how they travel tell us much about the technical, geopolitical and cultural contexts of the day. Understanding how travelers write about and report on their journeys is essential if we are to investigate how the evolution and challenges of modern globalization is played out in the world today.

Semester at Sea offers a truly unique opportunity to study the world in comparative perspective. Almost all the countries we will visit, for example, have been shaped significantly by imperial encounters in the 19th century. Understanding how various peoples in Asia and Africa responded to those encounters and the long-term legacy of imperialism on the 21st century world is central to making sense of the world today. Appreciating how the different demographic developments of Japan, India and Ghana shape the economic, social and political trajectories of these countries can be better understood by walking the streets and observing people in their daily lives. Many Global Studies sessions will be devoted to helping us develop critical comparative perspectives on the major issues shaping the world today.
LEARNING OBJECTIVES

1. Compare and integrate knowledge of the peoples, cultures, and geography in the selected regions covered in the course.
2. Compare global variations in artistic, humanistic, and religious expressions.
3. Critically assess the forces of globalization on institutions, systems, values, and identities and the adaptations of local cultures.
4. Describe global and regional development issues.
5. Analyze the diverse ways in which institutions, systems, values, and identities are interpreted and experienced.
6. Understand the world, both oceans and landmasses as a geographic and ecological space and consider the ways that homo sapiens are reshaping this space in the 21st century.
7. Identify nuances of intercultural interactions as well as describe basic intercultural communication processes and models.
8. Evaluate how travelers reflect and shape cross-cultural communication and exchanges.

Three Meta themes will frame Global Studies. Classes will focus on developing theoretical lenses and critical vocabulary for analyzing each theme, and then investigating how these themes help us understand the oceans and lands we are visiting. These themes and the driving questions that accompany them will be the basis for post-port conversations and reflective assignments.

THEME 1. The World System: Globalization and the Planet We All Share
The world is becoming smaller—that is, there is more interaction through communication, transportation, technology and shared values than ever before. However, some groups are being left behind in this process, feeling alienated or isolated. Fallout from globalization and resulting impact on local communities is seen in our environment, polluted oceans and air resources, conflicts over water, environmental racism, climate change, and other processes that affect our world. We will learn about these dynamics and see some of the impact first hand in the ports and regions we visit. Our guiding concepts and theories for Theme 1 include globalization, development, world systems theory (and other theories specific to topics), and environmentalism.

Driving Questions: How do the forces of globalization shape the communities and lands we are visiting? And, in turn, how do local communities shape the forces of globalization in the 21st century?

THEME 2. Intercultural Communication/Competence and Self-Exploration/Reflection

Intercultural competence is a key trait for success in our interconnected world – and that competence can be seen as a combination of motivation, attitudes (respect, openness, curiosity about others, and tolerance for ambiguity), knowledge (cultural self-awareness as well as knowledge of other cultures), intercultural sensitivity, and skills that allow you to interact effectively and appropriately with others and demonstrate adaptability, flexibility and empathy. Over the course of the voyage and our class, you will expand your capacity for intercultural competence through the lectures, reading, discussions, and writing assignments.
Driving Questions: How would you describe your observations/experiences at port/in country with regard to cultural similarities and differences, performances of individualistic (self-focused) and collectivistic (other/group focused) behaviors, and/or any insights into perceived or learned cultural privileges and disadvantages?

THEME 3. Traveling and Travelers

Travelers are critical resources for global understanding. Historically travelers have held important roles as cross-cultural observers and communicators. Because they ventured to lands often not seen by others they became authorities on where they went and, at the same time archetypes of the peoples of their homeland. Analyzing how and why people traveled will give us key insights into the world you are exploring. You are also a traveler. Global Studies will provide you with important cultural information about the country and port to make your visit more informed and meaningful. Following ports, your reflection group will share and reflect on experiences with your group members in guided discussion, all tied into course themes, and participate in projects to enhance your experience and understanding of your place in the world

Driving Questions: What unique perspectives do travelers bring to Global Studies? What unique perspectives do your travels on this voyage bring to understanding Global Studies?

REQUIRED TEXTBOOKS
There will also be an electronic course packet available through the ship’s intranet system.

TOPICAL OUTLINE OF COURSE

Note: TG refers to “Thinking Globally,” and the author(s) and pages of articles to be read for that day. CP refers to readings in course packet.

Depart Ensenada — January 5

A1 — January 7: Introduction to Global Studies

B1 — January 8: The Ship as a Global Village
Readings: TG, Anderson, 138-142
Guest: Dr. Dan Garvey
A2 — January 9: Intercultural Communication: Tourists and Travelers
Dr. Eric Aoki, Intercultural Communications Specialist

B2 — January 10: Globalization: Conceptual Frameworks
Readings: TG, Steger & Friedman, 7-17.

A3 — January 11: Crossing and Settling the Pacific: Hawaii
Twain, “Savages Like Us”

Honolulu — January 12

B3 — January 13: Globalizations Over Time
Reading: TG, McNeill 30-36;

A4 — January 14: Globalizations: The Chinese Treasure Fleet

B4 — January 15: The Ecology of the Pacific
Guest: Dr. Ursula Quillmann

A5 — January 17: The ‘Orient’: A Place and a State of Mind

Assignment: First Paper on Twain, Hawaii Due.

B5 — January 18:   Asia(s)?

       Readings: TG, Pomeranz and Frank, 114-125.

No class January 19

A6 — January 20:   Panel: Security Issues in East Asia and South China Seas

       Readings: TG, Radalet & Hung, 125-130

B6 — January 21:   Asian Demography and Society

A7 — January 22:   FIRST EXAM

B7— January 23:   Pre-Port Kobe: Japan and the US’ Complicated Relationship

       Readings: CP, Perry’s Diary of 1853

Kobe — January 24 - 28

A8 — January 29:   Post-Port Reflection on Japan
B8 — January 30  Pre-Port: Shanghai: The World’s Most Global City?

Readings: CP, Kazantzakis, “Shanghai”

Shanghai — January 31 – February 5

A9—February 6:  Post-Port Reflection on China

B9 — February 7:  Buddhism and Hinduism


A10 — February 8:  Population and Labor in South and Southeast Asia

Reading: TG, Upadhya & Vasavi; Bhagwati, Steglich, 109-112; 270-280

B10 — February 9:  Vietnam: War, Memory and Life Forty Years Later

Reading: TG, Chang, 142-149

CP, Pham, “Coming Home”

Ho Chi Minh City — February 10-14

A11 — February 15:  Post-Port Reflection on Vietnam

B11 — February 16: Panel Discussion: Environment, Economics and Sustainability
No Class — February 17

A12 — February 18: Colonial Legacies in Myanmar and India
    Readings: TG, Metcalf & Metcalf; Hart & Negri, 108-109; 204-208
    Assignment: Second Paper on Imperialism and Empire Due

B 12 — February 19: Myanmar Pre-Port: Dictatorship and the Transition to Democracy?
    Reading: CP, Larkin, “Finding Orwell in Burma”

Yangon — February 20-24

A13 — February 25: Post-Port Reflection: Myanmar

B13 — February 26: Study Day

A14 — February 27: India: Challenges and Opportunities in the Age of Globalization

B14 — February 28: Cochin Pre-Port: Cochin and the Indian Ocean World
    Reading: Xavier, “A Missionary on the Malabar Coast”

Cochin — March 1-6
A15 — March 7: Post-Port Reflection India

B 15 — March 8: Panel: Asia and Africa: Critical Comparisons

No Class — March 9

A16 — March 10: Monsoon Winds: Trade and Travel in the Indian Ocean

B 16 — March 11: Development and the Role of Women in the Global Economy
   Readings: TG, Yo, Buvinic, Buavani, et al. 299-318
   Assignment: Third Paper on Women and Our Global Future Due:

Mauritius — March 12

A17 — March 13: Africa: Colonial Legacies:
   Readings: TG, Olupona, 68-69

B17 — March 14: African Demography and Society
   Readings: GT, Kaldor, Bales, 389-395; 328-331.

No Class — March 15
A18 — March 16: SECOND EXAM

B 18 — March 17: Sports and Globalization

A19 — March 18: Pre-Port: Coming to Grips with Apartheid

Readings: CP, Mandela, “A Long Walk to Freedom”

Cape Town — March 19-24

B 19 — March 25: Post-Port Reflection: South Africa

A20 — March 26: The World and A Very Small Place: Globalization in West Africa

B 20 — March 27: Gold/Ivory/Slave Coast

Readings: GT, Hiro, 60-63

CP, Equiano

A21 — March 28: Panel: Africa’s Future

Readings: GT, Nnoli, 70-71

No Class — March 29

B 21 — March 30: Ghana Pre-Port: Africans and African-Americans
Readings: CP, Maya Angelou, “Ghana, 1962”

Tema — March 31-April 3

A22 — April 4: Post-Port Reflection Ghana

B22 — April 5: Panel: Islam and the West

Readings: GT, Barber; Huntington; Ohmae, 197-204; 220-223

A23 — April 6: Globalization and Human Rights:

Readings: GT, Brysk; Held 377-381; 385-388.

B 24 — April 7: The Future of Globalization

Readings: Appiah, 404-407.

A24 — April 8: Breakout Discussions: The Perils and Prospects of Globalization

B 24 — April 9: Pre-Port Morocco: Morocco: Bridge between Africa and Europe

Reading: CP, Bowles, “Journey Through Morocco

Study Day — April 10

Casablanca — April 11-April 14
A25 Finals — April 15: FINAL EXAM

Arrive Hamburg — April 19

COURSE REQUIREMENTS:

There will be three major course requirements for Global Studies.

1) EXAMS: There will be 3 exams that will assess your understanding of key material covered in class and course readings. These exams will be largely multiple choice questions. 45% of your total grade

2) POST-PORT PARTICIPATION AND REFLECTION ASSIGNMENTS: You will be assigned to a small group which you will attend after each port. These small groups will be led by a faculty and staff member onboard. During these sessions you will reflect in a structured discussion on your port experiences and do projects related to course material. Each Post-post reflection will either have a short writing reflection or inclass writing assignment due on the day the class meets. These written materials will form the basis of class discussion on the day they are due so NO LATE PAPERS WILL BE ACCEPTED Attendance and writing assignments will constitute your participation grade in the course. Attendance and assignments will be recorded. Total of grade: 25%.
3) ANALYTICAL ESSAYS. Throughout the semester you will be required to write 3 analytical essays which will ask you to critically analyze some of the key readings for Global Studies. These essay will form the basis of class discussion on the day they are due so NO LATE PAPERS WILL BE ACCEPTED. (See schedule of classes for due dates.) You are required to turn all three in; one of these, randomly chosen, will be given a letter grade. (All assignments will be held until after the 3rd assignment is turned in to insure that all students are graded equally and fairly.) Total of grade:

30%

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>94-96%: A</td>
<td>84-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-93%: A-</td>
<td>80-83%: B-</td>
<td>60-69%: D</td>
<td></td>
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</table>
ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE
The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct.

Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

Appendix P: Green Sheet

KOBE, JAPAN – SPRING 2017

ARRIVAL: TUESDAY 24 JANUARY

ON-SHIP TIME: SATURDAY 28 JANUARY

DEPARTURE: SATURDAY 28 JANUARY

PORT: The MV World Odyssey will be docked at Shinko Pier No. 4, Q-1 (Kobe Port Terminal)

<table>
<thead>
<tr>
<th>Trip Code</th>
<th>Trip Name</th>
<th>Location/Time</th>
<th>Date</th>
<th>Depart</th>
<th>Return</th>
<th>Trip Liaison</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS-232-27398</td>
<td>International Relations</td>
<td>Kino, 1200</td>
<td>1/24</td>
<td>1300</td>
<td>2100</td>
<td>Mara Karlin</td>
<td>D-INC</td>
</tr>
<tr>
<td>ART-100-27341</td>
<td>Introduction to the Visual Arts (Section 2)</td>
<td>Viejahres, 0800</td>
<td>1/28</td>
<td>0830</td>
<td>1645</td>
<td>Julia Sapin</td>
<td>L-INC</td>
</tr>
<tr>
<td>KOB 100-</td>
<td>Kobe Orientation Half Day</td>
<td>Bus</td>
<td>1/24</td>
<td>1200</td>
<td>1745</td>
<td>Ursula Quillmann</td>
<td></td>
</tr>
<tr>
<td>KOB 400-</td>
<td>Kyoto &amp; Tokyo</td>
<td>Kaisersaal, 1130</td>
<td>1/24-</td>
<td>1215</td>
<td>1845</td>
<td>Claudia Green</td>
<td></td>
</tr>
</tbody>
</table>

EAR-B = Early Breakfast  L-INC = Lunch Included  LOPEX = Lunch Out of Pocket Expense  D-INC = Dinner Included

Day Programs: Meet at least 20 minutes prior to the departure time at the meeting location. Front seats of tour buses are reserved for the Trip Liaison(s) and Tour Guides.

For FIELD TRIPS – don’t forget your yellow ticket! (No tickets for overnight field programs) Field Classes: Participation in a Field Class means arriving at your meeting location on time, well rested, appropriately dressed, and being academically engaged. Field Class On Ship Time is 2400 the night before; dock time will be assigned. Participation in a field class is 20% of your grade.

EVEN IF MEALS ARE INCLUDED ON YOUR FIELD CLASS OR PROGRAM, DRINKS MAY BE PURCHASED AT YOUR OWN EXPENSE. PLEASE BRING A SMALL AMOUNT OF CASH TO COVER THE COST OF DRINKS OR OTHER SMALL PERSONAL EXPENSES. PERSONAL WATER BOTTLES AND SNACKS ARE ALSO ENCOURAGED!

DINING: Berlin Restaurant will be open regular hours for all meals. Lido Restaurant will be open only for breakfast on 1/24 & dinner on 1/28. Pool bar will be closed. Snack bar (Lili Marleen) will be open 24 hours. Staculty Lounge (Fritz Bar) will be open regular hours.

Medical clinic on board will be open from 0700 to 0730 in Kobe.

<table>
<thead>
<tr>
<th>In an Emergency or Extremely Urgent Situation, FIRST CALL:</th>
<th>Other emergency contacts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ship Reception for RD On-Duty: +1 434.466.8996</td>
<td>• Medical Team: +1 434.284.0464 <a href="mailto:medicalteam@semesteratsea.org">medicalteam@semesteratsea.org</a></td>
</tr>
<tr>
<td></td>
<td>• Field Office: Call or text +1 434.466.1255 <a href="mailto:fieldoffice@semesteratsea.org">fieldoffice@semesteratsea.org</a></td>
</tr>
<tr>
<td></td>
<td>• ISE Headquarters Emergency Phone: +1 412. 571. 5809</td>
</tr>
<tr>
<td></td>
<td>• SAS Colorado HQ: +1 970.491.3500</td>
</tr>
<tr>
<td>DATE</td>
<td>RD ON DUTY (ON SHIP) 2000-2000</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>TUESDAY 24 JAN</td>
<td>Phillip DuVentre</td>
</tr>
<tr>
<td>WEDNESDAY 25 JAN</td>
<td>Claribel Azcona</td>
</tr>
<tr>
<td>THURSDAY 26 JAN</td>
<td>Jennifer Gamble</td>
</tr>
<tr>
<td>FRIDAY 27 JAN</td>
<td>Greg Narleski</td>
</tr>
<tr>
<td>SATURDAY 28 JAN</td>
<td>Evan Witt</td>
</tr>
</tbody>
</table>

Always carry your passport and shipboard ID, as they will be required for returning to the port area. Passports MUST be returned immediately on departure day on or before On Ship Time.

**Tour Agent**
Destination Asia – Japan
5th Floor Ichikawa Building
5-13-3 Ginza, Chuo-ku
Tokyo 104-0061
Phone: +81 3 6278 8038
destination-asia.com/japan/

**Port Agent**
Inchcape Shipping Services
Kenryu Bldg, Room 502
6, Kaigan-dori, Chuo-ku
Kobe, 650-0024
Phone: +81 78 391 3046

**US Embassy**
1-10-5 Akasaka Minato-ku,
Tokyo 107-8420
Phone: 03 3224 5000
Phone (from US #): +81 3 3224 5000
Hours: 0830 - 1730 (M-F)
tokyo.usembassy.gov

**Non-US Participants Embassies**
Listed in Homeport > Resources in PDF format. If possible, download them to your phone.

**CISI Travel Insurance**
AXA Assistance / Team Assist
855.327.1411 (toll- free within US)
312.935.1703 (outside of US, collect calls accepted)
medassist-usa@axa-assistance.us
Policy # GLM N14285404

**Hospital**
Kobe Adventist Hospital (AXA Preferred)
Kita-ku, Arinodai 8-4-1
Kobe 651-1231
Hyogo Japan
Phone: +81 78 981 0167
kahns.org

**Hospital**
Nishi-Kobe Medical Center
5-7-1 Kojidai, Nishi-ku 1
Kobe 651-2273 Hyogo
Japan
Phone: +81 78 997 2200
nmk-kobe.or.jp/

Note: this provider operates with limited English services

**Hospitality Desk**
Hospitality services and tourist info will be available in the terminal
1/24 from 0800-1800
1/25-1/27 from 0830-1800
1/28 from 0830-1300

**GANGWAY & PORT INFORMATION:** Gangway will be located at Deck 3 Starboard. Kobe Port Terminal building will close from 2300 to 0700. Another route/passage on the ground is arranged between these times – follow signage.
HEALTH AND SAFETY CONCERNS: Japan continues to be one of the safest countries globally. Violent crime targeting foreigners is rare, although petty theft is a potential problem in major commercial areas, bus and train stations, and other crowded locations. Robberies and sexual assaults against foreign nationals have occurred in Japan’s entertainment and nightlife districts, often after victims’ drinks have been spiked to render them unconscious or dazed, but such incidents are uncommon.

Air pollution routinely exceeds recommended thresholds in urban areas. Individuals with asthma or chronic cardiorespiratory conditions should consult with a healthcare provider and carry necessary medications. On days when air quality is particularly poor, affected individuals should take personal precautions to reduce respiratory stress. Except for the neighboring areas near the Fukushima Daiichi nuclear power plant facilities, there is no dangerous level of radiation detected in Japan.

Drinking water may be unsafe in Japan, especially in rural areas. Use only bottled, boiled, or otherwise purified water for drinking and cooking. Do not use ice cubes made from unpurified water sources. Eat only thoroughly cooked food served hot, or fruits and vegetables that you have cleaned and peeled; avoid salads. Consume only pasteurized milk and dairy products, or use powdered or canned milk and cured cheeses. Avoid street vendors and unregulated food establishments.

CLIMATE: The climate varies from tropical in the south to cool temperate in the north. Most cities, including Kobe, experience a relatively moderate climate. Summers are hot and winters are mild. The current temperature in Kobe is 4 degrees Celsius / 39 degrees Fahrenheit.

CURRENCY: The Yen (¥) is the official currency in Japan. Current exchange rate USD$1 = ¥113 & ¥100 = $0.88. Bills: 1,000, 2,000, 5,000 and 10,000 Yen & Coins: 1, 5, 10, 50, 100 and 500 Yen. Most businesses only accept Yen, while some major credit cards are accepted - but note that most ATMs do not accept debit/credit cards which are issued outside of Japan. The exceptions are ATMs found inside post offices and 7-Eleven stores. There are also some 24-hour CitiBank ATMs in Kobe and Tokyo. It is advisable to exchange dollars to Yen and/or withdraw Yen from an ATM.

EXCHANGE: Currency exchange available in lobby of terminal 1/24-1/28 from 0830-1300. Exchange spots around train stations in discount ticket shops are called kakuyasu kipuu uriba.

TIPPING: Tipping is not customary in Japan. In some cases, tips may be politely refused. Check with hotel concierge or restaurant manager if unsure whether a tip may be appropriate.

POSTAL SERVICES: Postal stamps will be available onboard at Reception. Postage cost is $1.50 for a standard postcard, charged to your shipboard account. Deadline is 1/28 at On-Ship Time.

TRANSPORTATION: It is easy to travel on foot and railway lines connect to other cities. Bus: Closest bus station to port terminal is Sannomiya Station. Also a city-loop bus tours most of the sightseeing spots (per ride/all-day pass ¥200/600). Train: Closest train station to ship is Port Terminal Station (monorail) inside terminal building (1 min by foot) which goes to Sannomiya station. JR, Hankyu & Hanshin railway lines run east to west across Kobe, accessing most of Kobe’s more distant sights. Subway connects Shin-Kobe station with Sannomiya Station (¥200, 2 min). Kobe’s JR Sannomiya Station is on JR Tokaido line. A JR shinkaisoku train on this line is fastest way between Kobe & Osaka Station or Kyoto. Two private lines also connect Kobe & Osaka (Hankyu and Hanshin). Shin-Kobe Station is on Tokaido/San-yo shinkansen line. The Hikari shinkansen goes to/from Tokyo (¥14,270; 3hrs 10 min).

LANGUAGE: The official language in Japan is Japanese. Here are a few useful phrases:
Appendix Q: Field Class Faculty Evaluation

DESCRIPTION AND EVALUATION OF FIELD CLASS

(TO BE COMPLETED BY FACULTY)

Name of Course:
Field Class Code: Port: Voyage: Fall
Faculty Name: Discipline:

Principal Local Contact Person:

Host Institution/Organization:

1. **Academic evaluation**: Please describe your activities and evaluate the learning experience. Were you pleased with the outcome of your program?

2. **Your Contact**: Please comment on your local partners if applicable (not the tour companies). Were they the appropriate contact people for your purpose? May we ask any of your contacts to assist future faculty with Field Classes on upcoming voyages?

3. **Itinerary**: Please comment on the logistics of the day. Did our local tour agents provide the services you requested?

4. **Recommendations**: May we repeat any portions of this Field Class? Should we modify it in any way? Can students do portions of this field class as an independent activity?

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15 Semester at Sea (SAS). Field Class Faculty Evaluation.
5. **Additional Comments**: What else do we need to know? Any best practices to share?

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**Appendix R: Discussion Group Questions**

**Discussion Group Schedule and Tentative Questions**

These questions are tentative and will be clarified on board, in order to make connections with the Global Studies content and respond to context at the time. The discussion questions will be sent to all students (via the intranet) and faculty shortly before the discussion groups meet.

**A2, 9/14: Play a Game** (we will talk more about this at Faculty-Staff Orientation)

- After you experience this, I will talk about how to facilitate the game. You will also get a handout with explicit instructions for the game and the debriefing discussion afterward.

**A4, 9/24: Focus on Experience in Greece**

- What surprised you about Greece and the Greek people you interacted with?
- How did this experience change your story or ideas about Greece?
- What judgments did you find yourself making about yourself or others and what impact did they have on your experience? (PL Book)
- What did you learn about your nationality as you experienced Greece?
- How can you relate your experience in Greece to the topics and intercultural concepts you learned about in the Global Studies lectures?
- How did aspects of you own cultural identity – race, class, socioeconomic status, gender, sexual orientation, religion, ability/disability, nationality, or other group identity -- stand out for you in Greece? How is this different from your experience at home? What did you notice about the prominence of various social identities in general in Greece? What identities were advantaged or

---

prestigious? What identities were downplayed or discriminated against? How was this different from the US (or your home country)?

A5, 10/1: Focus on Experience in Italy

- Comparing your experience in Italy to those in Germany and Greece, what stood out?
- As we discussed in the Global Studies lectures, Catholicism has been a major influence on Italian history and culture. What evidence of that did you see as you traveled in Italy?
- In what ways did you live up to your vision of yourself at your highest and best as you traveled in Italy? In what ways were you challenged in that? (*This relates to the PL Book)
- How can you relate your experience to the topics and concepts you learned about in the Global Studies lectures? How did aspects of you own cultural identity – race, class, socioeconomic status, gender, sexual orientation, religion, ability/disability, nationality, or other group identity – stand out for you in Italy? How is this different from your experience at home?
- What did you notice about the prominence of various social identities in general in Italy? What identities were advantaged or prestigious? What identities were downplayed or discriminated against? How was this different from the US (or your home country)?

Appendix S: Field Program Assignment

Pre-port Session: Pre-port session will happen on the day before arriving in port. The pre-port session will last at least 30 minutes but may vary depending on itinerary and program. The pre-port session will be help at 7pm before pre-port logistics. All Global Studies eligible field programs for the approaching port will meet at this time. The session is led by the intercultural communication specialist and shipboard scholar. Five to ten - minutes are devoted to general information led by intercultural communication specialist. Afterwards, shipboard scholars will
break into groups with their program participants. Shipboard scholars will lead discussion and answer any questions.

**Field Program Assignment:** Field Program Assignment will be worth 20% of student’s grade. Students’ must attend at least 1 Global Studies eligible field program. Students must complete a group presentation. Students will get credit if they do the assignment satisfactorily and submit it on time.

**Group Presentation:** Group presentation must have at least 5 members, no more than 6. Presentations should last between 15-20 minutes. Presentations will focus on relating theory to practice. Additionally, presentations should focus on common themes studied throughout Global Studies Course. Students will be asked to summarize their learnings. The presentation should answer questions focus on questions such as:

What have you learned or experienced through the course and your field experience that helped you to understand other cultures. What intercultural skills have you learned from this field experience? How will you apply the learnings from this experience to your future?

Presentation should include an interactive and creative sharing element. Some suggestions might be a facilitated discussion, discussion panel, storytelling, short movie or film, art or poster display, a short game. Please have your idea approved by intercultural specialist. The purpose of this assignment is to share your learnings with the shipboard community.

**Post-departure Session:** Will be help on A or B day sail day, this will depending on the schedule. Students must attend post-departure session. Session will last 80 minutes.
Appendix T: Sample Global Studies eligible field program:¹⁷

Day 2: Saturday, October 22 DAK 205-20

1 IMPACT: TOSTAN WITH TONI ZIMMERMAN (2 DAYS/1 NIGHT)

Tostan, meaning ‘breakthrough’ in Wolof, is a successful human rights NGO headquartered in Dakar. Through its grass-roots Community Empowerment Program, Tostan addresses issues of education, health, environment, governance, and economic growth in ways that are sustainable, inclusive, and human-rights based.

An extremely special field class in 2015 has been expanded to a 2 day/1 night IMPACT opportunity open to the entire shipboard community. The trip will be led by academic dean, Toni Zimmerman, who will lend her expertise in family studies and Human development to make this a one-of-a-kind experience.

Note: Not appropriate for children under 12.

Testimonials: “This was sincerely one of the top highlights of SAS for me. The most influential day by far educationally and emotionally.” – Fall 2015 Voyager “I got to see, first hand, how a grassroots education program drastically improved the lives [of] an entire village – especially women and children.” – Fall 2015 Voyager “It was an amazing opportunity.” – Fall 2015 Voyager

Price: $200 USD

¹⁷ Semester at Sea (SAS). (2016). Edited Field Programs.
Highlights: NGO interaction, discussion groups, engagement with locals, led by shipboard scholar.

Appendix U: Cover Letter

Cover Letter

Semester at Sea

Colorado State University

Campus Delivery 1587

Fort Collins, CO 80534

April 21, 2017

Dear Loren Crabtree, Shannon Gagnon, Sara Arlin, and Alicia Cook,

I propose to expand and enhance the current Global Studies Program (GSP). My recommendations would enhance the curriculum and encourage students to pursue Semester at Sea (SAS) field programs that focus on globalization, self-awareness, and intercultural communication—all themes of GSP. This enriched and expanded program will support SAS participants in further engaging in global initiatives while in-country.

Staying true to the SAS mission to “educate students with the global understanding necessary to address the challenges of our interdependent world” (Community, 2017, para.1), the enhanced GSP will draw connections from students’ curriculum on board the ship to their experiences in port. This comprehensive plan will continuously engage students with cultures outside of their own, promoting both a tolerance for ambiguity and an openness to better their global understanding of the world.

The redefined Global Studies Program (see appendix R for current vs. redefined GSP):
- Increase tuition to include a $100 credit towards Global Studies eligible field programs
- Have 2 sections of 275 students that meet for 80 minutes on A or B day
- Includes only 5 after port small group discussions, co-facilitated by faculty & staff
- Pre and Post field program departure sessions
- Required participation in at least a 4 hour Global Studies eligible field program
- Required Field Program Assignment

The overarching goal is to outline a curriculum that can enhance students’ intercultural competence. The renewed programming will foster an expanded awareness of cultures, self and intercultural competence. It will assist SAS participants in inquiring about local communities, as well as to deeply immerse themselves in the host countries visited. Creating inquiring minds can lead students to self-authorship, allowing them to autonomously choose global minded initiatives and activities while in-country.

The proposal provides an ample description of the redefined Global Studies Program, including program outline, design, delivery, implementation and appendices.

Thank you for considering my proposal.

Sincerely,

Laura McDonald, Assistant Field Director, Fall 2016 Voyage

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Appendix V: Definition of Terms and Acronyms
**Institute for Shipboard Education (ISE):** The Institute for Shipboard Education (ISE) is a private, nonprofit educational corporation that administers the Semester at Sea (SAS) global study abroad program. The study abroad provider is affiliated with Colorado State University, Fort Collins, Colorado. Colorado State University is the academic partner and awards academic credit.

**Semester at Sea (SAS):** This is a semester long comparative and experiential study abroad program. Semester at Sea takes place on a cruise ship that travels to multiple ports around the world. While on the ship, students take college level courses for credit. While in-country, students are free to choose independent travel or sign-up for Semester at Sea field programs.

**Field Programs:** These excursions are designed by SAS and provide unique experiences for participants while in-country. Programs can run from a few hours to multiple day excursions. The price is not included in tuition. The field programs can cost anywhere from ten dollars to thousands of dollars. Most field programs have deadlines, and a minimum enrollment is required.

**Field Classes:** Each course has one required 8-hour field class that takes place (usually on the first, second, or last day) in one of the destinations. Field Classes are designed by the professors to apply concepts learned in the classroom to the field. Classes can include meetings with an organization or activities with local experts (In-Country, 2017). Each student takes three to four field classes throughout the semester. These field classes are customized to fit the learning objectives of the course and are included in tuition.

**IMPACT Programs:** SAS has designed in-country programming which can be based in either service learning or cultural learning. Programs can range from a few hours to multiple day trips.
Global Studies Program (GSP): A semester long course that requires 40 contact hours. All participants are required to take the course. The course focuses on three themes: self-awareness, intercultural communication, and globalization. It includes lectures on A and B days and small group discussions after each port.

A and B days: Semester at Sea’s voyage calendar does not function on a typical 7-day week calendar, therefore SAS labels sail days as either A day or B day. Students have classes on either A day or B day depending on their schedule.

The redefined Global Studies Program (see Appendix R): This program includes an increase in tuition of $100 for a $100 credit for Global Studies eligible field programs. It also includes: two sections of 275 students that meet for 80 minutes on A or B day, required field program assignments, required participation in at least a four hour Global Studies eligible field program, pre and post field program departure sessions, and five after port small group discussions co-facilitated by faculty and staff.

Global Studies credit: This academic credit is awarded for attending at least a four hour field program. A total of 3 credit hours are given once complete. Semester at Sea academic credit is equivalent to academic credit from Colorado State University. Semester at Sea students are enrolled as visiting students of Colorado State University. Grades are recorded at Colorado State University, and students receive official transcripts from CSU directly.

Global Studies eligible field program: The field program must align with the goals and objectives of the Global Studies Course. This field program must be at least 4 hours in length.

Global Studies team: This team consists of the Global Studies Director, Intercultural Specialist and two other Global Studies Instructional Coordinators.
**Trip Liaison:** Each SAS in-country field program must have at least one faculty or staff member accompanying every program.

**Lifelong Learners:** Adult education that joins the SAS academic experience. Participants are usually over a certain age and have the opportunity to audit classes on the ship.

**My Passport:** My Passport gives students, faculty, staff, and the community online access to various features, such as registering for Field Programs.

**Shipboard Scholar:** This term welcomes all faculty, staff and qualified spouses/partners and caretakers of dependent children to express their interest in leading a field program. Once selected, the Shipboard Scholar will lead the field program. The Shipboard Scholar must have appropriate facilitation skills and content knowledge about the program they are leading.

**Appendix W: Sample Greece Field Programs**

Half day, full day, multi-day and IMPACT field program samples are below to give an idea of the location, prices, and activities offered on the 2016 Fall Voyage.
Athens is renowned as one of the greatest cities of the ancient world and the birthplace of western civilization. After a scenic drive through the picturesque marinas of Zea and Microlimano in the Piraeus area, you will head to the center of Athens. Along the way, you will see some of the most important sites of Athens such as Constitution Square, the Monument of the Unknown Soldier, the Temple of Zeus and the Old Marble Stadium.

The Acropolis, one of the most photographed and recognizable hills in the world, dates from the 5th century B.C., when Athens set the tone for civilization in Europe. On the sacred rock of the Acropolis the monuments date from the prehistoric period to the end of antiquity. Accompanied by a knowledgeable guide, you will walk up the uneven footpath leading to the summit. Sights include the Propylaea, the Temple of Apterous Niki, the Erechtheum and the architectural triumph of the Parthenon.

"It was amazing! Best way to see Athens! Good information and easy transportation. I recommend it to any who wants a quick glimpse of Athens." – Eve, Fall 2015 Voyager

"The program was especially helpful on the very first day in Athens to get a feel for the city and see such important parts of history!" – Shannon, Fall 2015 Voyager
The charm of Hydra town certainly lies in its rich history and beautiful waterfront unspoiled by motorized vehicles. After you reach Hydra by hydrofoil, your adventure begins as you mount a donkey to explore the island. As your sure-footed steed carries you along the narrow winding streets, pause to look at the architecture of the ship owners’ homes that line your path. Upon reaching a high vantage point at the church of St. Constantine, you will marvel at the breathtaking views of the entire harbor area. Inside the church, an interesting collection of frescoes awaits. Upon your return to the port area, visit the Church of the Dormitian containing splendid icons, chandeliers and other offerings from the wealthy seafarers of the island. It is rumored that one of the chandeliers was stolen from Louis XIV and given to the church. During your free time at Hydra harbor, you can stop in at one of the many waterfront cafes and restaurants to enjoy a juice, snack or a Greek souvlaki. Don’t forget to walk through the narrow picturesque streets of Hydra with numerous unique shops before a late afternoon hydrofoil back to Piraeus.

“A beautiful island which took us back in time and away from the busy city. The mule ride was a great bonding experience” - Elizabeth, FA15 Voyager

“Hydra is a wonderful Island! The whole trip is well balanced with information, mule ride, and free time. It is a great place to get lost, shop, and swim! Definitely worth the boat ride over for the day.” - Jenna, FA15 Voyager
Santorini is one of the most photographed islands of Greece. It combines stunning sunsets and scenery, white, red, and black sand beaches, impressive traditional houses with a volcano view, and lively night life. Along with the myth of the Lost Atlantis, it’s not difficult to see why travelers flock to this wonderful island.

The volcano of Santorini, which has been responsible for the destruction of many towns on the island throughout history, last erupted in the 1950’s. Major highlights of the island are the archaeological site of Akrotiri and the beautiful and picturesque village of Oia. Taking this tour you will discover that, apart from the stunningly attractive setting of Fira, the rest of Santorini is also incredibly captivating.

From your hotel, head to the prehistoric site of Akrotiri, which is located on the south-western tip of the island. It was discovered in 1967 by Professor Spyros Marinatos, and excavations of the site are still being made today. The two and three-story houses decorated with marvelous wall paintings together with other finds give us a picture of a society which was very well organized and at the peak of prosperity. This was interrupted suddenly by the eruption of the volcano, which buried the entire city.

Following your visit to Akrotiri, take a scenic drive crossing the entire island as you head north to the beautiful town of Oia. Once a major fishing harbor, it is now the calmest place on the island. Built high up on the ridge of red rocks, Oia offers breathtaking views of the blue Aegean. Here you will stroll through the narrow streets with quaint houses and shops. In the evening, you will return to Athinios port, where you will embark Seajet for your journey back to Piraeus port and the ship.
Day 1: (D)
- Take high-speed sea jet to Santorini
- Check in at hotel
- Free time in Fira town (Lunch - OWN EXPENSE)
- Optional transfer to Perissa Beach
- 3 course dinner at local restaurant
- Overnight at hotel

Day 2: (B)
- Breakfast at hotel
- Private day tour of Akrotiri and Oia Village
- Free time in Oia (Lunch - OWN EXPENSE)
- Take sea jet to Piraeus
- Transfer to ship
Travel via coach approximately one hour to the campus near Thessaloniki. Mix and mingle with Greek & international students, a campus tour, a brief cultural presentation and a light lunch before returning to the ship. Back on your home campus, it’s your turn to be the host and provide a ship tour and continue the exchange onboard. Below is a general schedule for the day (times may vary depending on traffic, etc.).

9:30 am Depart the ship
10:30 am Semester @ Sea Visitors arrive on DEREE-ACG campus
10:00 am - 11:00 am Welcome on DEREE-ACG campus
11:00 am - 12:00 pm Campus Tour
12:00 pm - 1:00 pm Cultural Presentation/Discussion - Greek Islands' Societal Structure & Traditions
1:00 pm - 2:00 pm Lunch
2:00 pm - 3:00 pm On-campus free time - mix and mingle with local students
3:00 pm S@S Guests Depart from Campus
4:00 pm - 5 pm Tour on-board the ship
5:30 pm Leave port of Piraeus to ACG