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Going Full Circle: Connecting Re-entry and Preparation for the Harlaxton Study Abroad Program

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GOING FULL CIRCLE: CONNECTING RE-ENTRY AND PREPARATION FOR THE 
HARLAXTON STUDY ABROAD PROGRAM

Kaylynn Carver

PIM 76

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

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Advisor: William Hoffa
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Abstract

This capstone paper is a program proposal for a Harlaxton Ambassador program, to be situated in the Harlaxton College office at the University of Evansville (UE). As the program is in a place of growth and development, this ambassador program is all about going full circle with the study abroad experience at Harlaxton College. In order to address problems of non-UE Harlaxton student retention and preparation and of Harlaxton alumni connections and re-entry, this program connects those students to allow them to support and help each other and create better experiences. Based in theories of student development and learning, informed by best practices in the field through research into similar programs at other institutions, and filling a gap in existing programming as the first post-study abroad measure for Harlaxton, the Harlaxton Ambassador program has a solid foundation. Building from that base, the central aspects of program design are addressed in this proposal, from staffing to budget health and safety, to ensure that this is not merely a theoretical concept, but something that can actually work in practice to improve the Harlaxton experience. The program even has its own full circle within it through the continual evaluation and adaptability of the design.

Introduction

Both re-entry and preparation are essential but challenging portions of study abroad for university offices and program providers. As the Harlaxton College program based in the University of Evansville study abroad office undergoes major growth and changes, a new program is needed to address the challenges that re-entry and orientation present. Each year, a new Harlaxton Intern joins the office to both maintain the program and to further develop new programming. As the current Harlaxton Program Intern, I propose a Harlaxton Ambassador
program to connect preparing and returning students with each other and the Harlaxton office; this program will benefit both groups of students and the Harlaxton program.

This program will commence in the Fall 2018 semester at the University of Evansville Harlaxton office. The Harlaxton alumni, current students at UE, will be ambassadors to the pre-departure Harlaxton students who are not from UE. This program will be beneficial both those groups of students: the alumni will stay engaged with the program and will have opportunities for personal and professional development, and the pre-departure students will have advice, preparation, and a new resource to support them.

**Background and Rationale**

Harlaxton College occupies a unique space as a study abroad program provider embedded in the study abroad office of a university. The University of Evansville is a small, private, liberal arts university located in southern Indiana and has about 2,100 enrolled students (UE, “Fast Facts”, n.d.). Harlaxton College is a Victorian manor house owned by UE that has been owned by the University of Evansville and used as a study abroad center since 1978 (Harlaxton, “History”, n.d.). Harlaxton hosts about 300 semester students each year and about 70 students each summer, in addition to various other events and programs throughout the year, including weddings, house tours, and faculty-led summer programs.

The summer and semester programs at Harlaxton are a relatively sheltered and structured academic experience for students. All Harlaxton students live and study at the manor; the courses vary each semester, but the focus is a six-credit British Studies course that covers British history, politics, and culture, taught by the full-time British faculty at Harlaxton. On the weekends, the college offers excursions throughout the UK, and many students travel either
through that opportunity or on their own throughout Europe. Though not the most culturally
experiential program, Harlaxton is an easy option for UE students and is a good fit for students
who need support and structure and who may not be ready for an intense cultural experience.

Students and faculty from UE have the opportunity to spend a semester or five weeks
studying or teaching in the summer at Harlaxton; the program is so built into the curriculum and
structure of UE that every degree program includes the chance to go to Harlaxton. Harlaxton
plays an important role in the University of Evansville and has a cult-like following on the UE
campus. There is almost an expectation that every UE student should go to Harlaxton, and the
large numbers of students who attend Harlaxton every semester have created an incredible
alumni network on campus that acts as a support for pre-departure students; every student has a
connection to Harlaxton in some way.

In addition to UE students and faculty, however, Harlaxton has traditionally also had a
variety of partner schools in the US, mostly other universities in the Midwest; these institutions
have had agreements with UE/Harlaxton to allow students and faculty to attend Harlaxton as
well. Many of these institutions have traditionally treated Harlaxton much as the UE campus
seems to but on a smaller scale: it is the dominant option for study abroad and the alumni/
applicant connection is a major factor for preparing students to go to Harlaxton.

The strategic plan for the future of Harlaxton includes the growth of Harlaxton as more
than just a default study abroad program for UE and partner school students but rather envisions
Harlaxton as a nationwide program provider that specializes in British history and culture. This
is in the implementation process, as more expansive marketing and recruiting have increased and
all parties in the Harlaxton team work to create more specialized and strategic programming.
Over the last year, Harlaxton’s summer and semester programs have had more applications and more participants from schools across the United States that had never sent a student to Harlaxton before.

This new strategy for Harlaxton has presented a new challenge, however, for the U.S. office on the pre-departure side of the program as students from across the U.S. prepare for Harlaxton. In contrast with students from partner schools which have been sending students to Harlaxton for many years, these students (and study abroad advisors) from other schools have no experience with the program, no alumni on campus to whom they can direct their questions, and no access to a program-specific orientation. Given this lack of resources for the program other than the distant Harlaxton office in Evansville, retention of students from these schools has been a problem, and integration of these students upon arrival seems to be another looming issue. The Harlaxton Ambassador program will be a measure to mitigate this new challenge by creating an alumni/applicant connection to support the new non-UE Harlaxton students.

**Needs Assessment**

As Harlaxton seeks to grow and diversify the students in attendance at the manor, there are many challenges associated with this strategy. Though finding and recruiting students from across the United States is one of the biggest challenges, the retention and preparation of those students is another major issue in this strategy. For this reason, the Director of Harlaxton College Programs has requested programming to address the retention and preparation of non-UE Harlaxton students. Additionally, it has become evident that programming for returned students is another lacking area that can be addressed through programming in this area.
Looking at the application data from Harlaxton’s Terra Dotta application system, it is evident that non-UE student retention is an issue. Even from partner schools, these students are all more likely than UE students to drop out of the program at any point in the application and preparation process. Measures have been put into place in the system in the past year to discourage non-serious applicants such as an application fee, more extensive essays about reasons for joining the program, and numerous sections to read and complete after acceptance that inform and prepare students for the commitment of joining the Harlaxton program. All these measures seem to have been somewhat successful in retaining students in the program, but for non-UE students, there is still a lack of personal connection with the Harlaxton office and a higher drop rate than for the UE students.

As the office has also striven to improve orientations for the program to prepare students better for the experience and give them more support, for UE students, the Harlaxton office has also implemented an orientation class to increase contact with staff and preparation for Harlaxton. Non-UE students receive orientation newsletters and emails from the Harlaxton office, but obviously the Harlaxton office has very little control over whether the students check or read those messages. There is also no way for the Harlaxton office to know the level of in-person preparation the students may receive at their home campuses; especially for schools that have never sent students to Harlaxton in the past, the likelihood that these students receive the personal and extensive orientation process that UE students receive is low. With only one person currently in the office dealing with student applications, orientations, and other preparations for all Harlaxton students, there is no time for that person to connect with the non-UE students through more personal measures like calls or specialized emails. From applications to
orientations, the non-UE Harlaxton pre-departure students do not currently have the opportunity to connect personally with the program or the office like UE students do.

To look at the other side of the Harlaxton process, post-program there are also few opportunities for Harlaxton alumni to connect with the office at UE. Other than one “welcome back” event sponsored by the Harlaxton office and the Alumni office on campus, there are no existing places or programs for returned students to process their experience, share what they have learned, or stay connected with Harlaxton. However, this is not due to any lack of enthusiasm on the part of the alumni; UE applicants to Harlaxton often mention in their admissions essays that they have spoken with Harlaxton alumni who convinced them to apply and told them all about the program. As mentioned in the background section, Harlaxton is part of the campus culture at UE and Harlaxton alumni on campus are very supportive and positive about the program, but the Harlaxton office has not tapped into this wealth of enthusiasm and support for the program in a meaningful way.

Connections between alumni and applicants seem to be part of the success of Harlaxton on the UE campus, and connections between the Harlaxton office at UE and the non-UE applicants seem to be difficult. I propose that this program will address the challenges of non-UE applicant retention and connection as well as the challenge of maintaining alumni engagement with Harlaxton. The Harlaxton Ambassadors will have the opportunity to process and apply learnings from their study abroad and to maintain their connection with the Harlaxton program through working with Harlaxton staff to connect with non-UE students throughout their application and preparation process.
Theoretical Foundations

The needs assessment presents the unique challenges of the Harlaxton context that this program will attempt to address, but beyond that narrow scope, this program must have a basis in the larger field of international education. This program will have a foundation in promotion of growth and development for both the alumni and the applicants and will follow practices established in other study abroad program provider and university offices.

Student Development

As outlined below, this program aims to further the growth and development of both groups of students involved in the program. To do so, the program must be based in an understanding of the stage of growth and development of the participants in order to have the greatest impact possible.

There are two groups of students involved in this program, but developmentally, in many ways they are the same. Both are still in their college years, separated in age by less than four years but in experience by the study abroad experience at Harlaxton. There are several different theories that describe this age group and experience level; the most significant to this program being Arnett’s (2007) description of emerging adulthood and Baxter Magolda’s (2017) theory of holistic development.

According to Arnett (2007), the period in life between the late teenage years and early 30s has come to attention somewhat recently as a distinct and important phase of life that he calls “emerging adulthood”. Unlike in the early 1900s when most people were expected to enter adulthood, marrying and taking on jobs and family responsibilities immediately after completing high school, today young people experience another phase leading up to that adulthood.
Characterized by experimentation in various parts of life, emerging adulthood is a time when young people attempt to find themselves and discover their direction in life (Arnett, 2007). The participants in this program are in the middle of that stage of life, and the study abroad experience and learning from that is likely for many of them part of that self-discovery process.

Emerging adulthood is a general description of the stage of life of college students, but Baxter Magolda and Taylor (2017) give a more complete and complex view of how people make their way from childhood to adulthood through their concept of holistic development. According to these authors, (Baxter Magolda & Taylor, 2017), personal development occurs across three dimensions: the cognitive, interpersonal, and intrapersonal. They describe that individuals gradually, at different points in their development, move from a stage of following external formulas through some sort of crossroads into a state of self-authorship, where they are able to identify and follow their own inner voice, and that that process occurs often throughout the college years until the thirties or forties (Baxter Magolda & Taylor, 2017). This development process does not necessarily run in a linear fashion nor parallel across all three dimensions. Though study abroad cannot be presumed to definitely act as a crossroads to move forward the development process in any dimension, the experience and learning from it can push students to consider their ideas of self, relationships, and problem-solving and challenge them.

Study abroad experiences cannot be assumed to be the pinnacle of student development according to either model, but to be successful, this ambassador program will utilize the understanding of Arnett’s (2007) emerging adulthood phase to help the students make the most of their study abroad experience to further their attempts to find themselves and thus their development toward adulthood. Also essential to the program design, the ideas of holistic
development (Baxter Magolda & Taylor, 2017) must be incorporated to give the program participants support and challenge to approach crossroads and opportunities to move toward self-authorship.

**Learning Theories**

While student development and personal growth are certainly goals for study abroad programs and for this ambassador program, these areas are difficult to measure and vary considerably from student to student. Learning is part of that desired growth and development as well, and there are also models for lasting learning that can be applied to the design of this program that are perhaps more concrete. Both theories of experiential learning and of peer advising are also applicable to this program and inform the design of the program in significant ways.

Kolb and Fry’s (1975) experiential learning cycle is the basis for learning in this program for both the ambassadors and the students involved. The experiential learning cycle revolves around four different parts of the learning process: experiencing, reflecting, conceptualizing, and applying; learners start at any point in the cycle and spiral through the different stages to achieve personal, lasting learning from experiences (Kolb & Fry, 1975). The study abroad time at Harlaxton can be seen to be a concrete experience, in the middle of the experiential learning cycle. The ambassadors and applicants are on different sides of the cycle from that experience, so connecting these students with each other and providing both opportunities to move along the experiential learning cycle will allow for deeper learning for both groups of students.

Beyond just promoting learning in an experiential way, the ambassador program also can utilize concepts of peer advising to further student learning. Peer advisors “are able to relate to
their counselee on an emotional and intimate level because many of them have gone through or have had experience with whatever the student is seeking information or help about”, according to Lo (2006, p. 174). Lo’s (2006) work demonstrated that peer advising programs can be beneficial for study abroad offices to get pre-departure students started thinking about study abroad, to give them the chance to learn from other students, and to make them feel more connected to their programs. This program is a chance to put these principles into action for the Harlaxton program.

**Study Abroad Returnee Resources**

As we consider the development and learning opportunities that this program will attempt to present, it is also important to consider not just the theories in the field regarding these topics, but also the practice that is already in place for these topics and this type of programming. The terminology differs greatly with the various institutions that use and describe these programs, but the concepts of helping returned study abroad students process their experiences (called here returnee resources) and of mobilizing study abroad alumni to work with professionals in furthering programming (called here ambassador programs) are prevalent in the field. There seem to be three categories of resources available about these concepts that will support and define this Harlaxton Ambassador program: returnee resources, ambassador programs at universities, and ambassador programs at program providers.

Varying types of returnee programming are nothing new. The concept of culture shock and reverse culture shock is widely accepted across study abroad and other intercultural and international travel and study experiences and was introduced in 1963 by Gullahorn and Gullahorn. Various types of resources are available today for use in helping students deal with
this process of reverse culture shock. Citron and Mendelson (2013) in their article describe
issues that returnee students face: relationships, roots, and unpacking, and also present some
suggestions for students and administrators on how to work through these issues. Similarly, La
Brack (2013) provides on the website “What’s up with culture: an online cultural training
resource for study abroad” an entire module on returning from study abroad. Both these
resources present the importance of integrating the learning from study abroad into everyday life
instead of allowing the experience to have been just a memory in the past. Ambassador
programs everywhere are one way to accomplish this important part of study abroad returnee
learning.

“Ambassador” Programs

As stated, programs like this one, which are here called ambassador programs but are also
often referred to as peer or alumni mentor or advisor programs, are not uncommon. The way that
these programs function and their purposes vary greatly depending on their base institution, but
there is a notable difference between the programs from study abroad program providers and
university study abroad offices.

Ambassador programs at universities seem to have the most diversity, as one might guess
from the range of large state schools to small private colleges across the United States. Previous
capstone papers written about university ambassador programs alone highlight this diversity.
Butler (2013) designed an ambassador program at Virginia Commonwealth that focused on
allowing students opportunities to reflect and connect with their learnings and then to connect
with the campus and the study abroad office in various ways, one of which was peer mentoring.
This program involved fifty students and several large events and extensive ways for students to get involved (Butler, 2013).

In contrast, Marter (2016) also designed an aspect of an ambassador program, but for the far smaller Susquehanna University, which is more similar in size to UE. This design project featured a training for the peer advisors and emphasized more personal connections between the office, the peer advisors, and the study abroad applicants through the ambassadors being the first point of contact and connection for new applicants to study abroad (Marter, 2016). Similarly, the Maryville College Study Abroad Ambassadors Manual, developed by another SIT graduate, Alissa Morson (2017), focuses on promoting connections between alumni and the office, but gives the ambassadors extensive responsibilities related to marketing, tabling, social media, and mentoring with students.

All three of these programs, however, seem to emphasize direct relationships between the offices and the alumni, in-person reflection and training workshops for the ambassadors, and utilizing the ambassadors to support the study abroad office. This support is both virtual and in person through study abroad fairs, ambassador presence in the physical office space, social media, and other tasks.

This personal and direct focus is evident in ambassador programs at university study abroad offices, but study abroad program providers function quite differently and their ambassador programs reflect that. In her capstone paper, Beilin (2010) researched the network for alumni of CIEE, one of the larger study abroad program providers in existence. She found that alumni programming for CIEE primarily was focused on providing opportunities for networking and support for professional development for alumni, and her suggestions for
expanding that programming included a way for study abroad applicants to be able to contact
and interact with the program alumni via the CIEE website and a training for the alumni on how
to communicate about their experience (Beilin, 2010).

That suggestion is similar to the way that another study abroad program provider’s
alumni network is managed: SIT Study Abroad features on its website an extensive list of recent
alumni of various SIT programs with information about the alumni’s interests and a form to
contact them (SIT Study Abroad website, “Contact a Former Student”, n.d.). The information
provided to these “Alumni Mentors”, as SIT calls them, gives them certain guidelines about what
types of subjects to discuss and how to talk about their experiences to prospective students/
applicants (SIT Study Abroad, “Alumni Mentor Quick Reference Sheet”, n.d.).

Both these provider ambassador programs demonstrate similar overall goals to the
programs at universities. For all the programs described, ambassador programs have a dual
purpose: they are a way to help alumni process and utilize their experiences abroad and a way to
help the prospective students and applicants for study abroad learn about and prepare for their
experiences abroad. The provider programs, however, are more impersonal and primarily
involve virtual contact and do not include many opportunities for the ambassadors to connect
with the staff of the program offices. The university offices, however, are more directly involved
in building relationships with the ambassadors and include a diversity of activities, trainings, and
chances for the ambassadors to be involved in the workings of the office and the campus.

Implications and Applications for Harlaxton

From student development theories to practical other programs, there is an extensive base
for the Harlaxton Ambassador program. The theoretical concepts of emerging adulthood,
holistic development, experiential learning, and peer advising support the structure and curriculum for this program as a way to encourage and provide opportunities for the growth of students, further their learning, and help one another. The resources available on returnee and re-entry issues highlight the need for returned students to integrate their study abroad experiences with their lives back home, which also will feature in this program. As the Harlaxton program is a hybrid of a university study abroad office and a program provider, the designs of ambassador programs in both these types of study abroad institutions have also been taken into consideration and adapted in the process of developing this particular Harlaxton Ambassador program.

**Goals and Objectives**

From the theories in the field to the particular needs of the Harlaxton context, this program has a well-established base. Beyond that, it must have its own unique direction and details that allow it to work as a viable and useful program. The goals and objectives presented here are the start of that particular part of the proposal and will be followed by more detail about the exact means to achieve those goals and objectives.

**Program Goals and Objectives**

**Goal 1:** To improve pre-departure student programming for the Harlaxton study abroad experience

  **Objective 1a:** Pre-departure Harlaxton students will be more prepared for their study abroad experience.

  **Objective 1b:** Retention of pre-departure Harlaxton students will increase by 20%.

**Goal 2:** To improve post-program student programming for the Harlaxton study abroad experience
Objective 2a: Harlaxton alumni will have the opportunity to process and apply learnings from their study abroad experience.

Objective 2b: Harlaxton alumni will stay connected with the Harlaxton office.

Participant Goals and Objectives

Ambassador Goal 1: To further and share learning from Harlaxton program experience

Ambassador Objective 1a: Ambassadors will be able to discuss their experiences abroad and articulate their learnings from study abroad.

Ambassador Objective 1b: Ambassadors will be able to connect with other alumni and apply their learnings in their lives.

Ambassador Objective 1c: Ambassadors will be able share knowledge and experience from Harlaxton with future students.

Ambassador Goal 2: To gain experience in professional communication and student recruitment

Ambassador Objective 2a: Ambassadors will be able to make professional connections with applicants via phone and email.

Ambassador Objective 2b: Ambassadors will learn about and contribute to the Harlaxton recruitment process.

Applicant Goal 1: To feel welcome and be prepared for their Harlaxton study abroad experience

Applicant Objective 1a: Applicants who have worked with ambassadors will have more engagement with Harlaxton staff and ambassadors before departure for Harlaxton.

Applicant Objective 1b: Applicants who have worked with ambassadors will report having more knowledge about the experience prior to departing for Harlaxton.
Program Description

Scope and Participants

This program is designed to involve two groups of participants: pre-departure Harlaxton students and Harlaxton alumni. The program will begin in the Fall 2018 semester; the pre-departure students involved will be applying and preparing to go to Harlaxton in the Fall 2019 and Summer 2019 sessions.

The pre-departure students involved in this program will be limited to non-UE students preparing to go to Harlaxton after they have begun Harlaxton applications; as established in the needs assessment, the non-UE pre-departure students will be part of this program because they lack the personal connection to the Harlaxton program and people that UE students have. The program will be incorporated into their admissions and preparations process for Harlaxton, so these students will be automatically included in the program. This means that there will be around 40-60 pre-departure students for each Harlaxton session involved in this program.

The Harlaxton alumni will be limited to individuals who are still students at UE. Though it would be ideal to involve Harlaxton alumni from various other schools as well, in terms of logistics and time, UE students are more available to work with the Harlaxton office for this program. These students will likely be juniors and seniors, since most students go to Harlaxton in their sophomore year. The goal will be to involve around ten ambassadors in the first semester and to continue to recruit a few more each semester as new students return from Harlaxton.

Timetable

As mentioned above, this program will commence in the Fall 2018 semester. Recruitment and admissions will take place during the first months of the semester, and the
program will commence mid-way through the semester. The program will continue each semester following. A detailed timeline of the first two semesters of the program can be found in Appendix A.

**Staffing Plan**

This program proposal is prepared by the Harlaxton Program Intern at the request of the Director of Harlaxton College Programs, and this proposal and design will be used by the next Harlaxton Program Intern to implement the program at the start of the new school year. The Harlaxton Program Intern each year will continue to run the program and will continue to develop new strategies and aspects of the program as needed under the direction of the Director.

The Director of Harlaxton College Programs has requested this program as part of the strategic vision for the US Harlaxton office as discussed in the background section and is the supervisor of the Harlaxton Program Intern. This request in itself demonstrates the administrative support for the program, and the Director will be asked to approve this proposal and the resource requests therein. After giving approval of this program proposal, the Director will continue to oversee the program as needed; advice and support from the Director during the application review process and the evaluation process, especially during the first few semesters, are likely to be necessary. As the Harlaxton Program Intern changes each year, the Director will also be able to aid with continuity for the program details.

The majority of the implementation of this program will be the responsibility of the Harlaxton Program Intern. Because this role already includes all aspects of the admissions and orientations process for pre-departure Harlaxton students, the Intern is in a perfect position of familiarity with the pre-departure students while also being on campus and available to
Harlaxton alumni. The Intern will be responsible for all aspects of this program, including marketing and recruitment of new ambassadors, training, maintenance of the program, and evaluation. This may seem like considerable additional time and effort for the Intern, but given this proposal design and the existing processes that are part of the Intern’s responsibilities, the implementation of this program should be able to be incorporated smoothly into their position.

**Marketing and Recruitment**

The marketing for this program will involve a combination of general announcements around the UE campus and more direct communications with students about the program. The main focus of all marketing for this program will be on the unique opportunities that this program provides for Harlaxton alumni to stay involved with Harlaxton, get professional development experience, and receive exclusive Harlaxton merchandise. As the office recognizes that Harlaxton alumni love to talk about their experience abroad, to wear their Harlaxton apparel, and that many students today are looking for opportunities to add to their resumes, these three points of the marketing campaign for the program will be appealing to students. The marketing will emphasize also the exclusive and elite nature of the program.

The general marketing on campus will take place through several typical channels of communication at UE. All materials will have to be created by the marketing department on campus in order to be approved to be displayed around campus. The Harlaxton Programs Intern will submit several requests to the marketing department: one for a print poster to be posted around campus, one for a digital sign to go on the television screen signs in each campus building, and one for a section in “AceNotes”, the daily email newsletter that is sent to the entire campus community. For all these requests, the Harlaxton Program Intern will create text that
includes the emphases above and include a link to the online Harlaxton Ambassador application discussed in the admissions section. They will allow the marketing department to include photos and visuals of Harlaxton to draw attention to the materials. All three of these general campus marketing pieces will run the first two to three weeks of each semester in order to get the word to students about this program as soon as they return to campus. Sample marketing materials can be found in Appendix B.

Social media will be another general type of marketing utilized to spread awareness about this new program. The Harlaxton Program Intern will receive a copy of the digital sign and will post that image to the social media accounts of the UE Study Abroad office. They will also send the image to the Media Intern at Harlaxton College who runs the social media accounts for Harlaxton College so that those pages can also post about the new program. This marketing will also continue as needed throughout the first two to three weeks of each semester.

In addition to these general methods of informing the student body about this program, there will also be several more specialized marketing methods. One will be directed at the most recent Harlaxton alumni; the Harlaxton Program Intern will utilize the TerraDotta list of all the past summer and spring Harlaxton students to send an email welcoming these new alumni back to campus and informing of this program as a way to stay involved with the Harlaxton office. Since these students will have recently returned from Harlaxton, they are likely to be more enthusiastic and interested in this opportunity.

Similarly, the Harlaxton Program Intern will identify particular recent Harlaxton alumni who may be a good fit for the program through communication with the Harlaxton Director of Student Development, who works closely with all students at the manor, and the Director of
Harlaxton College, who leads the service weekend at Harlaxton each semester. These contacts will be able to suggest students who would be interested in and motivated by the chance help other students have a good experience at Harlaxton. The students identified will also be emailed by the Harlaxton Program Intern with a more personal message informing them that they were recommended for the Harlaxton Ambassador program and that they should apply for the program.

The general raising of awareness about this program on campus will inform both potential ambassadors and other potential Harlaxton students that this opportunity is available, and when combined with more specific messaging for those most likely to immediately take advantage of the opportunity, will generate interest and applications for this program. In the second and succeeding semesters, the same general methods will be used, though the Intern will also have the current ambassadors to solicit suggestions of other students to contact who might fit the program. Ideally, after several semesters of successful implementation of this program, the need for marketing, especially the use of posters and signs, will decrease as the program becomes more well-known and established on campus.

Admissions

It is essential that this program have a somewhat competitive admissions process; the responsibility and communicative nature of the ambassador role will not be a good fit for every Harlaxton alumni. Additionally, the general reputation and extensive alumni network on campus of Harlaxton are likely to mean that the program will receive considerable student interest, which is decidedly positive. However, the Harlaxton Ambassador program will not be able to accommodate more than ten to fifteen students in its first semesters, as the time and
organizational demands on the Harlaxton Program Intern will increase with the number of students in the program.

There will be an online application for the Harlaxton Ambassador program that will allow the Harlaxton Program Intern to review interested students and choose those deemed to be the best fit for the program. This application will be created in the TerraDotta system used by the Harlaxton office and will be open for around one month from the beginning of the semester to allow students to apply as they learn about the program from the marketing and recruitment methods described in that section. The application questions will include basic questions on majors and semester at Harlaxton and essay questions. Also included in the application will be a survey designed as the pre-program evaluation (discussed further in the evaluation section). The responses to these questions will allow the Harlaxton Program Intern to choose students from a variety of majors and backgrounds, who can provide diplomatic and real answers for difficult situations.

After reviewing the applications and choosing around ten students to be ambassadors, the Harlaxton Program Intern will be able to use the Terra Dotta system to “accept” the students and send them a group email to welcome them to the program. After being accepted into the program, the ambassadors will have several more steps to complete in the Terra Dotta system. These will include a questionnaire about availability and scheduling for the ambassador training and a section to upload a short biography, photo, and t-shirt size so that the Intern can add the ambassadors to the Harlaxton web page and can order the shirts. All new ambassadors will be expected to complete these post-acceptance materials and to attend the training workshop to move forward with the program.
Curriculum

Ambassador training

Once the Harlaxton alumni ambassadors have been recruited for and admitted to the program, they will require preparation before commencing their interactions with students. This training will take the form of a workshop led by the Harlaxton College Programs Intern. It will have a dual focus and purpose: re-entry and preparation issues.

As the ambassador program will help alumni deal with their own re-entry and continued learning from their study abroad experience, the workshop will begin with a space for the ambassadors to process their own re-entry. As discussed in the theoretical foundations section, lack of understanding and ways to apply the study abroad experience are major issues for returned students, so giving the students time and space to talk about those themes. A general, semi-structured discussion between the new ambassadors and the Intern about their Harlaxton experiences will start off the workshop—this will allow everyone to get to know each other and establish comfort in talking about something that everyone is passionate about, Harlaxton. The Intern will have discussion questions to prompt the ambassadors as needed to get everyone speaking and thinking; the conversation will become more structured over time as the Intern begins to turn the focus to what the ambassadors learned, what they would want others to know, etc. The suggested discussion questions can be found in Appendix C.

As the subject of the discussion turns to the question of what the ambassadors feel that they would want other students to know and what they wish they had known before going to Harlaxton, the discussion will conclude with asking the ambassadors to write down three to four responses to those questions. The Intern will transition then to telling the ambassadors about
how they will be able to use those responses in their roles as ambassadors and about the details of the program.

From this point, the Intern will present to the ambassadors the rationale for this program and their responsibilities and the logistics of the program. The presentation will commence with some of the background information about the strategy for Harlaxton and the issues for non-UE students applying for Harlaxton. This will be followed by information about how this ambassador program will attempt to resolve some of those issues through connecting the ambassadors with the non-UE applicants. Next will be a general set of guidelines for communication with students. This section will include a conversation about privacy and about appropriate topics to discuss, followed by a small group activity in which the ambassadors will work through various scenarios together to determine the best responses (an example can be found in Appendix C). This will be followed by a description of the three types of communications that the ambassadors will have with the pre-departure students. After each description, the Intern will allow 10-15 minutes for the ambassadors to pair up and practice the communications with each other.

The workshop will conclude with another discussion time in which the Intern and ambassadors will talk about takeaways from the session, any further needs the ambassadors may have, and steps going forward. The Intern will also hand out a “manual” to each ambassador that summarizes the presentation so they have the information to take with them from the session. An outline of this presentation/discussion as well as the “manual” can be found in Appendix D and further detail of the communications and their purposes follows in the section of that title.
Ambassador-student communications

As previously mentioned, the Harlaxton Ambassadors will communicate with non-UE students in three main ways: each with a different purpose. The first communication will be a welcome call, the second a check-in email, and the third a pre-departure call. Though the details of timing and communication between the Harlaxton College Programs Intern and the ambassadors will be discussed further in the section on logistics, the communications between students are an essential part of the curriculum of this program, as they are another space for learning for both groups of students.

The first communication between ambassadors and pre-departure Harlaxton students will be a simple welcome call. The purpose of this call will be as the title suggests; it will be an opportunity for the ambassador to congratulate the student on their decision to go to Harlaxton, to find out more about the student’s reasons, hopes, and questions regarding Harlaxton, and to start a connection with the student. It is important that this welcome be a call to make the interaction the most personal and individualized that it can be in order for the student to truly feel welcome and to begin to connect with the program.

The second communication will be a check-in email from the ambassador to the pre-departure student. This is the most flexible of the communications between students. The necessity of this communication will be determined by the Harlaxton College Program Intern as discussed in logistics, but its purpose is to continue connection between the students, to allow time and space for extended conversation between students, and to give the ambassador the opportunity to give more advice and suggestions to the pre-departure student. This communication is via email because of the flexibility that this medium provides; it may be more
comfortable for more introverted or more busy students because it allows them to respond in
their own time and in a less on the spot way.

The third communication will be a call as well, an orientation call. Designed to be the
final “required” communication between these students, this call will be more information-
focused than the previous communications. Its focus will be on ensuring that the pre-departure
student has all the information and preparations that they feel that they need prior to their time at
Harlaxton. Issues such as flights, arrival times, immigration, packing, and excursion planning
will be on a list for the ambassador to go through with their students. Ideally by this point, the
students will have enough connection already established that they will be able to focus on the
issues from that list that they have not covered previously or that the pre-departure student has
the most questions about. As the first communication, it is important that this be a phone call to
allow for a personal conversation between students.

It should be noted here that throughout this process, the ambassadors will be the ones
directing these communications according to the needs of their pre-departure students and their
own areas of advice. They will be given the goals of each communication and opportunities to
practice these communications, as discussed in the section about their training workshop, and
each time that the Harlaxton Programs Intern lets the ambassador know about upcoming
communications for them to make, the Intern should also inform the ambassador about any
pressing issues or needs that the Intern may know of for that particular pre-departure student.
Each conversation will look different, and the ambassadors will have the chance to learn how to
direct the communications and how to respond to the needs of their pre-departure students, as it
is important to remember throughout the entire process that the real focus is always on personal connection between the students and on making the experience the best it can be for both.

**Logistics**

Though the focus of the program is on making a positive experience for both groups of students involved, the actual nitty gritty details are also essential to the viability of the program. The logistics for this Harlaxton Ambassador program are somewhat different from those of International education mobility programs; since this program will take place before and after the mobility part of the Harlaxton program, its logistics really will not involve travel or transportation. However, the communication element will be a central focus and issues like materials and student conduct, though relevant, are secondary themes of the logistics of the program.

**Communication**

After the ambassador training workshop, the alumni ambassadors will begin to communicate with pre-departure students as described in the curriculum section. The Harlaxton Programs Intern will be responsible for communicating with the ambassadors about their responsibilities as discussed in the staffing section, and then the ambassadors will be responsible for communicating with their students in the appropriate ways.

**Between Intern and Ambassadors**

There will be three main methods of communication between the Intern and the ambassadors. The first will be a facebook group, set up by the Intern, which will be used as a general announcement and discussion forum. The Intern will establish with the ambassadors that no pre-departure student information should be shared on the facebook group but that the
facebook group will be used to discuss the types of questions that the ambassadors may get and
for the Intern to remind ambassadors about checking emails or other general information.

The second way the Intern will communicate with the ambassadors is via email, which is
the official communication channel within the university. The Intern will email each ambassador
individually to let them know when they have been paired with a new pre-departure student,
when they need to check in with one of their students, or when it is the time in the semester to
make orientation calls. In those emails, the Intern will provide a link to the third method of
communication, a shared Google folder.

The Google folder will be used for maintaining records for the ambassadors and the
Intern. It will contain the “manual” given to the ambassadors at training and a pairings
spreadsheet. The pairings spreadsheet will be a master list of all the pre-departure students,
relevant information about the pre-departure students, and which ambassadors have been
assigned to which students. There will also be sections where the ambassadors will be expected
to indicate that they have completed each of the three communications with their applicants.
Because this pairings sheet will contain potentially sensitive and confidential information about
the pre-departure students, including contact information, access to the sheet will be limited. The
ambassadors will be able to edit the sheet but not to share it with others. Guidelines for privacy
and communication will be covered in the training workshop, as discussed in the curriculum
section.

These methods of communication will be used between the Intern and the ambassadors to
maintain the system of calling and emailing pre-departure students. As the Intern monitors all
applications for the Harlaxton program, they will update the pairings sheet with new applicants
or withdrawn applicants once every two weeks. The frequency of updates will be at the discretion of the Intern dependent on application rates and numbers. Each time the Intern adds new applicants and pairs them with ambassadors, the Intern will email the ambassadors individually as described above. Similarly, at the start of the second semester of an applicant being in the system, the Intern will email all the ambassadors reminding them to check in with their students. Two weeks prior to the conclusion of the semester before the students depart, the Intern will remind the ambassadors via email as well to make their orientation calls.

**Between Ambassadors and Pre-departure Students**

As discussed in the curriculum section, there are three types of communications between the ambassadors and the students. The Harlaxton Program Intern will be involved to some extent in all these communications, though the extent will vary based on the type of communication.

For the check-in emails, the ambassadors will simply email the students using their university email addresses. After receiving an email from the Intern informing them that they need to check in with their student, the ambassador will use the information on the Google sheet to send an email to their student. For these emails, the ambassadors will be required to copy or blind-copy the Intern. This will allow the Intern to track the check-in emails being sent in order to ensure that all students are receiving check-in emails as the Intern intends.

For both types of phone calls (welcome calls and orientation calls), the ambassadors will come to the Harlaxton office and call their students using the Intern’s work phone during office hours (8am-5pm Monday-Friday). After receiving an email from the Intern informing them that
they need to come in to the office to make a call, the ambassador will have one week to do so. This allows the ambassadors the responsibility and flexibility of scheduling their calls.

There are several additional reasons for using this method for the ambassadors to call pre-departure students. This arrangement for making phone calls will allow the ambassadors to call without having to use their personal cell phones and thus having to effectively give their personal numbers to pre-departure students. If a student were to return an ambassador call, using the Intern’s work phone will ensure that the student will be able to be answered by the Intern. It will also require the Intern to be present during the calls, the benefits of which are twofold. First, it allows the ambassadors to discuss their pre-departure students with the Intern before calling, giving the Intern the opportunity to inform the ambassadors about any questions the student may have had or anything that the Intern needs the student to do, such as send in a waiver or other application materials. Second, it allows the Intern to monitor the phone calls in order to assist as needed or to monitor conduct. The use of the Intern’s work phone will keep the ambassadors connected with the Intern and thus with the Harlaxton office.

**Behavior/Student Conduct**

The ambassadors are representing UE and Harlaxton at all times and are given potentially sensitive and confidential information about the Harlaxton program and Harlaxton students. The responsibility and expectations of this will be discussed in the ambassador training session as discussed in the curriculum section. The Intern will monitor the ambassadors’ conduct throughout their interactions and will communicate with the ambassadors about any unprofessional communications or issues observed. If an ambassador’s behavior is problematic,
the Intern can discuss the issue with the Director of Harlaxton College and dismiss the ambassador if necessary.

The pre-departure students are not beholden to particular conduct expectations for this program. However, if an ambassador has an interaction with a pre-departure student in which it seems that the student is unfit for the Harlaxton program in any way (the student expresses involvement with illegal substances or other violations of the law or of typical college campus rules), the ambassador will be expected to document the issue and inform the Intern and the Director of Harlaxton College, who will investigate the situation. The Intern will always be the first point of contact and will pass any issues with students or ambassadors to the Director.

**Facilities and Disabilities**

This program will utilize facilities on the UE campus. All facilities at the university are disability accessible, as are all facilities at Harlaxton College. Ambassadors or pre-departure students are expected to inform Harlaxton staff about any additional accommodations needed.

**Housing and Meals**

Housing and meals are not included in this program. Ambassadors are students at UE and thus are responsible for their housing and meals on campus. Pre-departure students are responsible for housing and meals at their home campus but are provided with housing and meals when they attend Harlaxton. Ambassadors may answer pre-departure student questions about the housing and meals at Harlaxton but have no control over the housing or meals at Harlaxton.
Materials

For this program, the only materials needed are those used in the training workshop, which are part of standard classroom equipment. Any requests for additional materials on UE campus will go through the Intern and Director of Harlaxton College.

Budget

As this program is situated within the Harlaxton office at UE, its budget is also part of that of the office. The Director of Harlaxton College Programs has already requested this program’s creation and has set aside a small sum to be used for this program, which will be used to cover direct costs for the program. There are only two direct expenditures for this program. One will go toward purchasing t-shirts for the ambassadors as one of their incentives to join the program. The other will be the printing of the marketing flyers. The details of these costs and how they fit with the budget set aside for this program can be found in Appendix E.

However, perhaps the most valuable resource that this program will require is time, primarily the Harlaxton Program Intern’s time. The Intern will likely have to spend an average four to six hours per week on the setup and maintenance of all aspects of the program. This will be an addition to the other responsibilities of the Intern. Each year, however, the Harlaxton Program Intern has various projects in addition to the typical responsibilities of maintaining admissions and orientation processes for Harlaxton applicants. The current Harlaxton Program Intern has prepared this program proposal as one of those extra projects, as directed by the Director, and the next Intern will similarly have the implementation of this program as a project in their job requirements defined by the Director. Because the Intern’s time will not be an
additional cost to this program directly, then, it is included as an in-kind donation on the detailed program budget in Appendix E.

It is perhaps important to note that though the budget for this program is simple because the Director has set aside money from the office budget, this request and action has been taken on the part of the Director because of the larger potential financial impact of the program. The program goal of increasing retention of non-UE Harlaxton students has programmatic and monetary implications. That is to say, if the ambassador program helps even just one student stay in the Harlaxton program, that student will go on to pay Harlaxton tuition, which is an income for Harlaxton far larger than the entire budget set aside for this ambassador program. In an even broader sense, if this ambassador program improves the Harlaxton experience for both the ambassadors and the pre-departure students, it has helped advance strategic goals of Harlaxton and can be considered to be worthwhile for that reason as well.

**Health, Safety, and Security**

Because this program takes place on the UE campus but also includes extensive communication about the Harlaxton campus, health, safety, and security issues in both places must be considered as part of the program. The Harlaxton Program Intern as the primary contact for everyone involved in this program is responsible for ensuring that the ambassadors and the pre-departure students are aware of the appropriate policies and procedures regarding this subjects and will handle all issues with these subjects as possible. The Director, as the supervisor for the Intern, will intervene as needed and will be available for any questions regarding health, safety, and security.
In terms of health, safety, and security on the UE campus, the Intern and the ambassadors are expected to follow the policies of the University of Evansville. The Intern will contact the Office of Safety and Security on campus for all general issues. Non-emergency health problems will go through the Student Health Center. If an issue involves the mental health of an ambassador or a pre-departure student, the Intern will refer the student(s) to the counselor office on campus. Any Title IX cases will be referred to the Title IX Coordinator on campus.

Regarding Harlaxton, the issues that could arise as part of this program are of a different nature; it is possible and even rather likely that the ambassadors will receive questions from their pre-departure students about how health, safety, and security work on the Harlaxton campus. As part of the ambassador training, the Intern will ensure that the ambassadors are informed of the general policies in place at Harlaxton and of where on the Harlaxton website further information can be found about these issues. The scenario activity during the training session will allow the ambassadors and the Intern the opportunity to discuss and practice how to handle questions about issues such as alcohol and safety while traveling abroad. The scenario activity example can be found in Appendix C. Ultimately, the Intern will ensure that the ambassadors are informed and prepared for questions, but the ambassadors are responsible for being accurate and knowing when to refer questions and issues about health, safety, and security at Harlaxton to the Intern or the Director. Pre-departure students also receive information about these issues in their orientation newsletters, in the student handbook, and upon arrival at Harlaxton as part of the existing Harlaxton preparation procedures.
Crisis Management Plan

Similar to the health, safety, and security for this program, crisis management for the Harlaxton Ambassador Program will follow the policies and procedures in place at UE and at Harlaxton. The Intern is also the first point of contact for this program and any issues that may arise during the program implementation, though again, the Director is the second point of contact and can be consulted or have issues referred to them as necessary.

On campus, the ambassadors will abide by the plans in place for crises; if an ambassador is at the Harlaxton office for a call at the time of a fire, tornado, active shooter, or other crisis, the Intern will include that ambassador in all safety procedures as part of this program. For example, in the case of a fire, the ambassador will join the Intern and the rest of the study abroad office staff in evacuating the building through the appropriate fire exits. If a crisis occurs with a pre-departure student or an ambassador during a call or other program communication, the Intern will attempt to ensure the safety of the students first and will contact the Director and other appropriate offices on campus.

As with health and safety, all pre-departure student questions about crisis management at Harlaxton should be answered by ambassadors as possible or the Intern if necessary according to the established procedures in place at Harlaxton for crisis management. Again, all these topics will be made known to the ambassadors as part of their training workshop. These subjects also are be covered with the pre-departure students in orientation newsletters, the student handbook, and during on-campus orientation at Harlaxton.
Evaluation Plan

Within the program, the details must come full circle back to its established goals and objectives. There will be various methods used to evaluate if and to what degree the Harlaxton Ambassador program has met its goals and objectives. Since there are two different groups of participants for this program, the ambassadors and the pre-departure students, there will be both distinct methods, both direct and indirect, used to assess both groups.

The direct assessment of the ambassador goals will be accomplished through a pre-program and post-program survey through the Terra Dotta system. With questions about their learning from the Harlaxton experience, their application of that learning, their confidence and views of professional communication skills, and their familiarity with the Harlaxton recruitment and orientation process, this survey will allow the Intern and Director to evaluate student’s progress and growth in these subjects.

Additionally, as an indirect assessment for both groups, the Intern will write an evaluative report at the conclusion of the each semester of the program. For the ambassadors, this report will include their observations of ambassador growth and progress related to the goals for the ambassadors. For the pre-departure students, this report will include their observations about the amount of communication and preparedness exhibited by the pre-departure students.

There are two forms of direct assessment that will be used to measure the success of the goals for the pre-departure students. The first will be more quantitative; after the first group of pre-departure students who worked with ambassadors departs for Harlaxton, the Intern will run reports using the Terra Dotta system to compare the retention rates for non-UE Harlaxton students before and after the program. This assessment can be done every semester following,
but is likely to have better data after the program has been in place for more than two semesters, as it may take time to see how retention rates are affected. It is also important to note that though useful, looking at only retention rates also carries the issue of other factors that may impact retention rates, so when making the quantitative analysis of this program, these other factors must be taken into consideration.

The second method will be somewhat more qualitative and will involve a survey to be administered to the students once they have arrived at the manor. Like the surveys for the ambassadors, this will also be administered via the Terra Dotta system, as a questionnaire in the “while abroad” phase of the Harlaxton program for only non-UE students. With questions about the quality of the interactions with ambassadors on the three different types of communication and about the helpfulness of the ambassadors throughout the application process, this questionnaire will be focused on how this program affected the pre-departure student process.

Each part of this evaluation will be conducted every semester. The Director of Harlaxton College Programs and the Harlaxton Program Intern, along with the Director of Student Development at Harlaxton College, will review these evaluations together and discuss potential improvements and continued impact of this program. As each new Intern begins the position, they will be briefed by the Director on this program and will have the opportunity to make suggestions and changes to the program as they see fit. The program will have to adapt as the students, program, and Intern change each year in order to remain relevant to all parties.

Conclusion

This Harlaxton Ambassador program is all about going full circle with the study abroad experience at Harlaxton College. In order to address problems of non-UE Harlaxton student
retention and preparation and of Harlaxton alumni connections and re-entry, this program connects those students to allow them to support and help each other and create better experiences. Based in theories of student development and learning, informed by best practices in the field, and filling a gap in existing programming, the Harlaxton Ambassador program has a solid foundation. Building from that base, all aspects of program design are addressed in this proposal, from staffing to budget health and safety, to ensure that this is not merely a theoretical concept, but something that can actually work in practice to improve the Harlaxton experience. The program even has its own full circle within it through the continual evaluation and adaptability of the design. As a final part of the Master’s degree requirements for this Harlaxton Program Intern, this proposal will fit both the specific context of Harlaxton and the larger expectations of the field of international education through this Harlaxton Ambassador Program design.
References


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## Appendix A: Detailed Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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</table>
| August 2018   | * Intern starts program development:  
  - Create marketing materials  
  - Design T-shirts  
  * Fall semester begins August 15  
  * Intern starts marketing and recruitment for ambassadors |
| September 2018 | * Marketing and recruitment for ambassadors  
  * Application open through September 15  
  * Intern reviews ambassador applications and chooses ambassadors by end of September |
| October 2018   | * Ambassador training workshop first week of October  
  * Intern assigns first ambassador/pre-departure student pairings second week of October  
  - Ambassadors will be paired with summer and fall 2019 students  
  - Ambassadors make welcome calls as they receive new pairings  
  * Ambassadors receive t-shirts |
| November 2018  | * Ambassadors continue to make welcome calls as fall and summer applications come in |
| December 2018  | * Ambassadors continue to make welcome calls as fall and summer applications come in  
  * End of fall semester December 10 |
<p>| <strong>Spring Semester</strong> |                                                                                                                                     |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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<tbody>
<tr>
<td>January 2019</td>
<td>• Before students return for spring semester:</td>
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<tr>
<td></td>
<td>• Intern requests new version of marketing materials with spring semester dates</td>
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<td></td>
<td>• Design t-shirt</td>
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<td></td>
<td>• Spring semester begins January 15</td>
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<td></td>
<td>• Intern starts marketing and recruitment for ambassadors again!</td>
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<td></td>
<td>• Intern reminds current ambassadors to send check-in emails to their pre-departure students</td>
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<td>February 2019</td>
<td>• Current ambassadors send check-in emails</td>
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<td></td>
<td>• Current ambassadors get new pairings of any recent fall/summer 2019 applicants for welcome calls</td>
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<tr>
<td></td>
<td>• Marketing and recruitment for new ambassadors continues</td>
</tr>
<tr>
<td></td>
<td>• Application for new ambassadors closes February 15</td>
</tr>
<tr>
<td></td>
<td>• Review applications and choose new ambassadors</td>
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<tr>
<td>March 2019</td>
<td>• New ambassador training workshop first week of March (before spring break)</td>
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<tr>
<td></td>
<td>• All ambassadors receive new pairings for any final fall/summer 2019 pre-departure students and for the first spring 2020 students</td>
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<tr>
<td></td>
<td>• Ambassadors make welcome calls to new pairings</td>
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<tr>
<td>April 2019</td>
<td>• Ambassadors continue to make welcome calls as new spring 2020 applications come in</td>
</tr>
<tr>
<td>May 2019</td>
<td>• Intern sends reminder and checklist for orientation calls to ambassadors</td>
</tr>
<tr>
<td></td>
<td>• In final weeks of semester: ambassadors make orientation calls to their fall/summer 2019 students</td>
</tr>
</tbody>
</table>
Are you a recent Harlaxton alumnus who loves to share your experience with others? Or do you know a student who fits that description? The study abroad office is currently taking applications for students who want to volunteer as Harlaxton Ambassadors to recruit, inform, and encourage Harlaxton applicants from partner schools.

As official representatives of Harlaxton, ambassadors will gain skills in recruitment, marketing, international education, and cross-cultural communication as well as the chance to share their experience and receive exclusive Harlaxton apparel. The time commitment is only around 1-2 hours per week, but the service you will provide Harlaxton and these new applicants will be invaluable.

To see more of the position description and apply, or contact Kaylynn Carver at 488-2039 or kc205@evansville.edu
Appendix C: Ambassador Training Workshop

This is a basic outline and description for the facilitator of the Harlaxton Ambassador training workshop; it should be taken as a general overview of topics and timing and can be modified as needed.

Introduction: This phase of the training should be an opportunity for the new ambassadors and the intern to get to know each other. An icebreaker or simple round of introductions as appropriate would work for this.

Discussion: This phase will flow from the introductions and will involve a semi-structured discussion between the ambassadors and the intern. Some discussion questions can be found below:

- When did you go to Harlaxton?
- Where did you travel while you were there? Did you go places on your own or with the school?
- What were some of your very favorite moments from traveling or being at Harlaxton? What made them your favorite?
- What were some of the most difficult moments while at Harlaxton? Why were they difficult?
- What has been challenging for you about returning from Harlaxton?
- What would you say you learned while at Harlaxton?
- What helped you most to prepare for Harlaxton?
- What do you wish you would have known before going to Harlaxton?
- Why do you want to be an ambassador for Harlaxton now?
The Intern will encourage all the new ambassadors to write down their responses to the last four questions and let them know that those responses will be important to their new roles as ambassadors for Harlaxton.

**Presentation:** The presentation phase of this training will commence after the Intern has asked the new ambassadors to write down their responses to the questions as indicated above, when the Intern will tell the new ambassadors that they will use those responses going forward. The Intern will then present to the new ambassadors about this program and include some activities as well.

As stated in the curriculum section, this presentation phase will begin with giving the ambassadors the larger perspective of what the program is and how it fits into the strategy and working of Harlaxton. It will also provide guidelines about topics to discuss and handling communications with students. Also included in the presentation will be descriptions of the different types of communications with student. As part of this phase, there will be two activities as outlined below.

- **Scenarios activity:** the Intern will encourage the ambassadors to get into small groups, then give each group two to three scenarios that they might encounter in their time as ambassadors. They will attempt to come up with how they would respond to each scenario in their groups, then present their ideas to the rest of the group. Sample scenarios can be found below:
  
  - A student tells you that they are excited to go to Harlaxton because the drinking age is 18 and they want to party a lot.
  
  - A student tells you that they are glad to go to Harlaxton because they want to get away from their family problems.
• A student tells you that they aren’t nervous about classes at Harlaxton because their friend who went last year already gave them all the notes for one of the classes at Harlaxton.

• A student tells you that their parents don’t want them to go to Harlaxton because they think that Europe isn’t safe.

• *Communications practice:* the Intern will encourage the ambassadors to get into pairs and practice each type of communication with each other for 10 minutes after each communications description.

**Discussion and Conclusion:** After the presentation and activities have concluded and the Intern feels that the group of ambassadors has learned and practiced together, the Intern will lead another discussion. This will be another informal conversation as a whole group about any remaining questions, the most important things learned, and next steps. It will also serve as part of the feedback for the Intern as the facilitator to see how the training went and what needed to be covered more.
Appendix D: Ambassador Manual

General

• Best topics to cover:
  • British culture shocks, lessons, etc
  • Manor life—tips and tricks
  • Classes and projects you enjoyed—especially British Studies
  • Travel—what types of trips you went on, which you enjoyed, who you travelled with, recommendations

• What not to talk about:
  • Health and safety questions
  • Visa and immigration questions
  • Money—financial aid, tuition, scholarships (this is different for every school!)
  • Credit transfer

Welcome call

• Directed toward students who have just started an application for Harlaxton
• Intended as an introduction to the ambassador and a way to make sure that these students feel included
• Call within one week of being sent new student application

Check-in email

• Directed toward students at the beginning of the semester before they leave for Harlaxton.
• Intended to make sure that prospective students stay engaged, finish their materials, are clear about how to use our online systems, etc.

Pre-departure call

• Directed toward students after all their materials are complete and right before they leave for Harlaxton
• Intended to make sure that students have all their last concerns and questions answered and are really ready to go
• Call in the last two weeks of the semester before they leave for Harlaxton
• You will be given some things to check in with them about
• Answering emails

• Hopefully your students will send you questions via email if they have any! Try to respond promptly but accurately following the guidelines we’ve given you.

• If there are questions you can’t answer, feel free to forward emails to Harlaxton staff!

**Leaving a message**

• It is likely that they won’t answer their phone with the unknown number, so be prepared to leave a message!

• Just introduce yourself and tell them why you’re calling, like the intro of whichever call you’re making.

• If you would like, leave your email address and tell them that this phone number is the Harlaxton admissions number that they can call back at if they have general questions.
Appendix E: Budget Notes and Budget

<table>
<thead>
<tr>
<th>Ambassador Program Semester Budget</th>
<th></th>
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<tbody>
<tr>
<td>Expenses</td>
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<td>Units</td>
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<tr>
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Budget Notes

EXPENSES

A. Salaries: This budget item refers to the amount of the salary of the Harlaxton Program Intern will go toward this program. It is calculated using the base salary of the Intern at $5/hour for six hours per week for the twelve weeks of the semester. It is an in-kind donation from the Harlaxton office.

B. T-shirts: These are the t-shirts given to the ambassadors as part of their incentives to join the program. The figures are based on an estimate of the price per shirt for fifteen ambassador shirts.
C. Flyer Printing: This represents the copying costs of creating flyers for this program to be posted around campus, figured through the use of the per-sheet copier cost on campus and the number of copies desired.

REVENUES

A. Budget Stipend: This refers to the money set aside in the general Harlaxton office budget to run this program each semester.