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CHAPTER FIVE

Keeping the Program Alive: Internationalizing Honors through Post-Travel Programming

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Every December, the world turns its eyes to Norway for the presentation of the Nobel Peace Prize, recognized as the “world’s most important, visible and prestigious prize,” according to Fredrik S. Heffermehl (xi). Since its inauguration in 1901, a pantheon of impressive individuals and organizations has assumed the title of Nobel Peace Laureate. Yet Alfred Nobel harbored a concern as he established the prize in his will: he wanted the prize to be a new beginning for its recipients, not an end to their stories. Nobel wrote, “I wish to help the dreamers, as they find it difficult to get on in life” (qtd. in Abrams 8). To this end, the Nobel Committee awards the peace prize not merely to congratulate a peacemaker or celebrate a lifetime of achievement but to “alter the course of a conflict, promote a cause, rebuke a disfavored leader or nation, or make a

moral statement” (Nordlinger 51). In short, the prize becomes most exalted when laureates use it as a force for amplifying their impact.

Similarly, study abroad opportunities provide students and faculty with opportunities to create social change. Proponents of international study champion its value for offering transformational experiences to its participants (Braid and Schrynemakers; Hoffa and DePaul; Karsan et al.; Lewin; Montgomery and Vasser; and Otero). Furthermore, research by honors education scholar Mary Kay Mulvaney shows that study-travel impacts students long after graduation. Reporting findings from a longitudinal study of honors alumni, Mulvaney found “positive long-term impact for students who study abroad as undergraduates especially in three of the four areas examined: career and educational pursuits; internationally oriented leisure activities; and institutional loyalty” (59).¹ Students who travel are positioned to attain a prized experience worthy of sharing with others. As international education professionals have emphasized, robust attention to post-travel engagement, both in the classroom and through co-curricular events, is critical to fostering and sustaining a culture of internationalization in the honors program and on the campus.²

INTERNATIONALIZING THE CAMPUS: WHO IS UNDERSERVED BY STUDY ABROAD?

While not as rare as Nobel Peace Laureates, students who study internationally constitute a definite minority of undergraduate students. Despite calls from educators encouraging more study abroad opportunities, fewer than ten percent of all U.S. college students participate in a study abroad experience (“Open Doors 2018”). Study abroad is often negatively characterized as expensive, elitist, ephemeral, and elementary (Dean and Jendzurski, “Using Post-Study-Abroad Experiences” 100–102). Those who seek greater investments in study abroad programs from university administrators must demonstrate impact beyond those privileged with international travel. Investing resources in study abroad programming actually represents solid institutional stewardship; these high-impact practices promote global citizenship and hone

intercultural competencies for those students and faculty who travel. Hope for globalizing honors and our campus communities depends on exploring ways for the ninety percent of students without direct travel experience to gain international exposure. Mulvaney clearly recognized this when she asserted, “More research is seemingly needed to confirm the value of study abroad, not only for the individual students involved, but for our communities and society at large” (47). When relatively few students study abroad, it is incumbent on those who have traveled to share their global experiences in ways that will impact their campus communities.

While honors scholarship heralds the value of study abroad, few honors conference presentations and publications address how international study benefits more people besides just the students and faculty who travel. A review of NCHC conference programs from 2014 to 2018 revealed only 6 of the 118 presentations related to international study focused on post-travel programming or commitments from faculty and students to sharing what they learned with others. Of those, Haydett and Studer discussed ways international community partners could facilitate undergraduate community-based research; Bauer and colleagues discussed strategies for creating international encounters on campus through programs such as living-learning communities, Fulbright language teaching assistants, events for International Education Week, and language conversation partners; and we presented a case for post-travel programming (Dean and Jendzurski, “Best Practices”). The remaining three relevant presentations were part of pre- or post-conference workshops by Dean, Mulvaney, and Jendzurski (“International 101: Strategies”). Pre-conference surveys (see the Appendix), which were completed by workshop attendees, commonly revealed three core challenges pertaining to study abroad programming: 1) recruitment of student and faculty participants, 2) institutional support, and 3) programmatic sustainability. Too often faculty and student participants focus their energy primarily on the travel portion of the program and assume no follow-up obligations upon their return.

We maintain that deliberate attention to post-travel engagement provides a key to addressing these concerns. Post-travel

programming continues the study abroad program, building upon the international experience by affording participants opportunities for deeper learning. These programs often inspire those who did not participate to develop their own desires to engage in global educational programs on campus and seriously consider international study for themselves. Therefore, we see programmatic sustainability, a hallmark of internationalized honors communities, linked inextricably to post-travel activities. Such efforts sustain programmatic impact and participant transformation and occur when lessons learned from international programs move participants toward greater awareness of their roles as global citizens.

Smith College international education administrators, Rebecca Hovey and Adam Weinberg, view students and professors who study abroad as untapped resources for promoting global education. They note:

Students return from abroad filled with energy and excitement, often transformed by their experiences, but struggle to find opportunities and outlets for channeling their newfound energies. We need to harness and direct this energy toward lifelong learning, growth, and engagement in communities back home. There has been a tremendous amount of chatter within higher education around civic engagement and undergraduate education. Harnessed correctly, study abroad may be as close to a solution as we will find. (38)

Failure to maximize international experiences by providing post-travel opportunities for continued growth leads to missed opportunities. Post-travel program extensions provide critical platforms for a deepened commitment to global citizenship and the chance to inspire those who did not, and may never, travel. Those directing international programs must view post-travel education as being equal in importance with pre-travel preparation and the travel itself. The claims from those who assert international experiences as transformational ring hollow if they fail to impact our campus communities. Yet making transformative cultural shifts, such as internationalizing honors, requires time and concerted effort.

Our efforts to maximize the impact of study abroad experiences on our campus focused on two short-term study abroad programs hosted by our honors college, the first to South Africa in 2001 and the second to Norway in 2015. These study abroad programs, while differing in scope and purpose, share two important commonalities. First, both programs began as Pennsylvania State System of Higher Education (PASSHE) Summer Honors Programs. Each year, one of the fourteen PASSHE universities hosts a three-week summer study abroad program for two students from each PASSHE institution. Each PASSHE institution provides a grant to cover the cost of its students' participation. During the program students spend a week of academic boot camp at the host school's campus and then travel internationally as a cohort for approximately two weeks. To be eligible to participate in the program, students must have at least one year of undergraduate studies remaining. Therefore, after their return, student participants are expected to share their experiences with their larger campus community. Second, PASSHE Summer Honors Programs are designed as one-time programs. Thus, particularly with our first program in 2001, no individual on our campus—from the university president and honors director to the two student delegates—presumed the program would continue beyond the summer experience. The expectation existed, however, that the students and faculty who traveled were responsible to *pay it forward* by making a concerted effort to find meaningful ways to share their experience with the larger community upon their return.

On our campus, both study abroad programs led to opportunities for faculty and student participants to share their stories. These have generated on-campus and off-campus initiatives that still increase internationalization for our honors college and campus today. More information about the history and programmatic elements of the South Africa model are chronicled in the first honors international education monograph (Dean and Jendzurski, "An Interpersonal Engagement Approach" 106–14). A discussion of our Norway program is included in Chapter 11 of this monograph (Dean, "Drawing on Gifts").

SUSTAINABILITY LESSONS FROM THE PASSHE SUMMER HONORS PROGRAMS

The PASSHE Summer Honors Programs dramatically assisted in the internationalization of our honors college and the larger campus. By hosting the two Summer Honors Programs, we acquired critical insights for sustaining international experiences. The first was not to promote global-travel programs as *senior reward* trips. Students who wait until their senior year deny themselves the opportunity for multiple international exposures. In our study abroad programs, we strive to create student cohorts comprised primarily of rising sophomores and juniors so that over ninety percent of student participants return to campus for at least one year following their international experiences. Although seniors can provide more mature peer leadership and greater depth of analysis during dedicated reflection times, we found that most seniors who participate in our study abroad programs have traveled previously or have been enriched by others who have traveled.

Emphasizing travel participation for underclass students serves three critical functions. Once participants return to campus, they experience additional opportunities for engagement with peers and faculty who shared the international experience. Through conversation, pivotal moments from the time abroad are relived, allowing participants to gain perspective from deeper levels of self-reflection regarding what global citizenship means to them. Such reflection makes them stronger advocates for international study when they interact with others. Students are also rewarded with a wider lens with which to view the remainder of their undergraduate careers. This exposure may include additional participation in international study, opportunities denied had they waited until their senior year. In addition, the best encouragement for students to travel comes from their peers. When students travel early in their undergraduate careers, they have more time to share stories and lessons with their peers that can inspire others to consider international study and travel. Finally, students can dramatically pique the interest of faculty who become intrigued by the accounts they hear from students regarding the lessons learned and the types of engagement.

These advantages become more likely when directors emphasize post-travel engagement.

Another lesson of the PASSHE Summer Honors Programs involves the overt commitment for participants to share their international experiences upon their return. Because our consortium is composed of public, state-funded institutions, students receive a clear message about the time-honored adage, "To whom much is given, much is expected." In this case, the expectation exists for student and faculty participants to utilize their unique gifts and talents to share their experiences once they return to campus. The last act students and faculty undertake before departing for their homes upon returning from an international experience involves crafting covenant statements articulating how they will keep the experience alive. They write their commitments on newsprint for public view, and the members of the group pledge to hold each other accountable. Our two student delegates to the South Africa program in 2001 were passionate and compelling as they shared their memories in a variety of contexts. When we first replicated the South Africa program in 2004, we had twenty-six student travelers, which dramatically increased the level of connectivity we could generate campus-wide. The students literally became ambassadors for disseminating information about South Africa to their peers; they pursued multiple opportunities in which they could share their insights. Aristotle famously identified three forms of proof: logos, pathos, and ethos. Of these, ethos, personal credibility, often achieves the greatest impact. Prospective students for international travel expect professors to champion involvement, but faculty impact is easily eclipsed by passionate, firsthand peer accounts of international engagement. Our intentional emphasis on post-travel reflection and presentation began our transformation from a domestic to an internationalized honors program and campus community. Indeed, we have run community-service-based research programs in South Africa nine times since 2001.

One other insight we adopted from our experience with the PASSHE Summer Honors Program involves developing international programs around a theme broad enough to engage students

from a wide range of disciplines. Pursuing this strategy has promoted the perception that the honors program is a champion of international education across the entire university. Historically, study abroad programs often focused on history, literature, and language, and they placed little emphasis on other disciplines, such as the sciences. Indeed, educational psychologist Larry A. Braskamp documents instances of professors actually discouraging STEM students from “disrupting their education on campus” to study internationally (2). International experiences should not be placed in silos, available to a limited number of academic fields; instead, they should be seen as attractive and accessible to a wide range of students. Thus, building programs around broad instead of specific themes will help to attract a wider student audience.

Our honors college’s curricular focus on the broad and interdisciplinary theme of leadership for the purpose of civic engagement, for example, appeals to a wide cross-section of the student population. To that end, we intentionally crafted international study programs that emphasize the theme of leadership, and our programs have attracted students from a diverse range of academic disciplines. Since 2004, students from fifty-four different majors have traveled to South Africa and shared their experiences with peers and faculty in their major programs upon their return. This tremendous academic diversity allows stories from honors-sponsored international travel to permeate almost every department on campus. Even non-academic departments such as the bursar, who is responsible for collecting travel fees for international programming, and the registrar, who builds the international course offerings, have shared how student perspectives about their global experiences have touched them. These connections often come from honors student workers assigned to these offices and from our intentional choice to seek opportunities for students to make time for face-to-face interactions with staff in campus offices. Once students have returned to the university from their time abroad, we actively engage and challenge these students by asking them two questions: 1) Who have you shared your experience with lately? and 2) Who in South Africa have you contacted recently? The act

of sharing a memory with other individuals gives the returned traveler the opportunity to revisit and sharpen meaningful observations and memories. Simultaneously, these interactions generate new awareness among those who have yet to or may never travel or study abroad. Through shared dialogue, people without direct study abroad experiences can grow as global citizens.

In the following sections, we review initiatives undertaken by the honors director and faculty and students to enhance their post-travel engagement. These initiatives ultimately transformed what were initially viewed as non-replicable study abroad programs into regularly offered curricular and co-curricular programs, establishing a culture of sustained international study and travel on our campus.

HONORS DIRECTOR- AND FACULTY-INITIATED PROGRAMS FOR POST-TRAVEL ENGAGEMENT

The following strategies are replicable for any program director wanting to build sustained international travel opportunities for students and faculty. Program directors and faculty should actively collaborate on two post-travel initiatives: 1) curriculum development, and 2) relationship cultivation of international partners, off-campus community advocates, and international students.

Curriculum development remains a cornerstone of student engagement. Through course development faculty operate a powerful tool for delivering lessons learned from international experiences. In her May 2012 keynote address at the Knowledge Crossing Borders: International Conference on Higher Education, Dr. Muriel Howard, President of the American Association of State Colleges and Universities, emphasized the need for major changes in curriculum that would involve global literacy for all students. On the return flight from the initial South African experience in summer 2001, the faculty from our institution felt compelled to provide a sustained forum where all those involved could share insights from the experience. Because all West Chester honors students must complete at least two special topics interdisciplinary

seminars, we decided to create a new seminar based on the South Africa experience. Although scheduling for the fall 2001 semester had already closed, the honors director worked with the registrar's office to offer a new special topics seminar: Personal Leadership Development: Lessons from South Africa. Student interest in the seminar exceeded expectations, and the course filled by the second day of the first week of classes. Because of its popularity, the course was offered again in the fall 2002 semester with hopes of sustaining the international experience from 2001 (Dean and Jendzurski, "An Interpersonal Engagement Approach" 110–11).

In 2002, student leaders asked about the possibility of replicating the summer 2001 program in South Africa. When students learned about the unavailability of PASSHE funding, they recognized financing the program would be their responsibility. They replied, "If you will give us two years, we'll raise the funds!" With the challenge in place, we ran the course again in fall 2003 and committed to taking students to South Africa in May 2004. Twenty-six students registered for the course and constituted the 2004 delegation to South Africa. Returning highly energized, the "alumni of 2004" proved themselves a catalytic force among subsequent first-year students who exclaimed, "If you give us two years to raise funds, we will commit to 2006." Because of this highly vocal student demand, alongside faculty support, we found ourselves on our way to sustainability.

In response to the concerted commitment by students, the faculty honors council endorsed a curricular change to our core program in spring 2004. Leadership Lessons from South Africa, initially designed as a special topics seminar, transitioned to a required, first-year component of the honors curriculum. (For a copy of the course syllabus, contact the authors.) The course serves as an introduction to theories of leadership and uses South Africa as a case study to illustrate various theoretical perspectives. Offered each fall term, we block schedule all incoming first-year students into the course. While we are proud of the over two hundred students who have traveled to South Africa, we are equally proud of the over fifteen hundred students who have never traveled to South Africa but who

have gained non-travel-based global exposure through the required Leadership Lessons from the South Africa seminar.

Currently, the team-taught course involves multiple guest speakers, including student and faculty alumni of our South Africa delegations. We strongly encourage any program director who has a sustained relationship with a particular travel destination to consider developing a course around those experiences and offering the course to students who have not yet traveled there. Such courses provide a wonderful platform for alumni of travel programs, both students and faculty, to share insights that will educate and inspire those who have not yet traveled. Moreover, alumni presentations deepen the impact of the international program as they recount their memories, insights, and subsequent experiences.

Building on the lessons learned from sustaining our South Africa program, our 2015 PASSHE Summer Honors Program in Norway also created opportunities for sustained internationalization on and off campus. Just as the South Africa program energized faculty to design new curricular offerings intended to impart knowledge and experience to students with little if any firsthand exposure to South Africa, the Norway program also generated two new internationally focused honors courses that did not involve a study abroad component and yet advanced the internationalization of our curriculum. One seminar, Environmental and Sustainability Lessons from Norway, addresses topics including climate change, water contamination, land preservation, and energy production. The seminar features active service-learning components through collaboration with a local water treatment and research facility and builds on 2015 projects conducted with a Norwegian NGO, Friends of Østensjø Lake. A second seminar, A Nobel Idea: Lessons of Leadership through Nobel Peace Laureates, culminates in a deliberative process resulting in the identification of a nominee for the Nobel Peace Prize. The overwhelming positive feedback from the course, from both students and university higher administration, generated plans to run the course annually for three years. (For a copy of the course syllabus, contact the authors.)

Beyond curricular development, another strategy that honors directors should consider for keeping the program relevant after the international portion ends involves cultivating relationships. In her celebrated commencement address delivered at Wellesley College in 1990, Barbara Bush urged her audience to “cherish your human connections” (Bush). These sentiments rest at the heart of advice offered by Cory Trenda, World Vision’s senior director: “The surest way to continue having an impact after your cross-cultural encounter is to intentionally foster ongoing connections with the people and places you visited or with the issues that affect them” (68). The task of networking and relationship building rests primarily with the director and faculty who actively engage in international travel. Directors should encourage faculty to prioritize networking practices while abroad and log their connections in a central data system housed with the director upon conclusion of the international experience. Unlike transient student populations, faculty are ideally positioned to sustain partnerships. We have identified three groups of individuals to build rapport with and cultivate: 1) international contacts, 2) local community stakeholders, and 3) international students on the institution’s home campus.

Honors directors can greatly assist faculty in cultivating relationships by making an intentional choice to focus international programming in a few rather than many locations. While remaining open to unexpected opportunities has value, nurturing relationships in a few locations shows a level of institutional commitment that builds trust with international partners and often affords greater access to people and locations while traveling. Developing sustained relationships debunks negative perceptions surrounding “parachute programs” where Americans drop in for their experience and just as quickly leave without any follow-up (Dean and Jendzur-ski, “Sounding the Call”). We recall a 2011 meeting with faculty at North West University in Potchefstroom, South Africa, which began with an audience member saying, “Before you begin, what is your end game here? Frankly we are tired of Western Europeans and Americans coming in for a few days to take photos with our native people to feel good about themselves, make promises, and

take off without ever hearing from them again.” We acknowledged the unfortunate stereotype and assured our guests this scenario was not our intent. The lead author shared how this occasion marked his tenth trip to South Africa and his sixth with students. After disclosing the names of some notable South African contacts and friends (primarily those associated with the Truth and Reconciliation Committee), naming the townships and communities where we previously conducted our research, and identifying local partner organizations, we noticed a shift in atmosphere. Within moments the tone transformed into one of genuine welcome, hospitality, and cooperation. Remaining in contact is vital to sustaining international programs. To this end, we offer the following recommendations for international program directors:

1. Gather as many business cards as possible from everyone with whom students and faculty interact. Place the data in a designated file that receives annual updating for accuracy.
2. Upon returning home, directors should send personal thank you notes, and they should check in with international contacts at least once per year, ideally at a holiday central to the international partner’s culture.
3. Motivate students to follow up with international contacts and, when possible, link such outreach to the curriculum. Integrating international dialogue into coursework affords evidence of engagement. For example, a major assignment in the Leadership Development: Lessons from South Africa course involves researching a current social challenge in South Africa and offering action steps community leaders might consider to address the given issue. To assist with the research, we create “dialogue partners” between our students and South African contacts. With the permission of our international partners, we provide their contact information to students who then reach out via email to gather firsthand information from an international perspective.
4. Invite international contacts to speak on campus should they visit the United States. Through the years we have hosted

numerous South Africans including Gail Johnson, CEO and founder of Nkosi's Haven; Rev. Cecil Begbie, CEO and founder of H.E.L.P Ministries; and several university professors. Most recently, we hosted Dr. Henrik Syse, vice-chair of the Nobel Peace Prize Committee. With advance publicity we generated audiences of well over two hundred for each event. The physical presence of such notable figures on campus becomes a gift honors provides to the university, and it fosters global citizenship for students who have not traveled internationally.

5. Offer any international partners photographs, video, or film clips that they may find useful in promoting their initiatives. One of our partners, Rev. Cecil Begbie, CEO and founder of H.E.L.P Ministries, currently features one of our student-produced videos on that organization's website. The presence of support from U.S. students gives organizations like H.E.L.P. Ministries greater leverage in justifying their global impact. Similarly, the visibility that comes from highlighting our students' impact internationally brings pride to our university and helps institutionalize the honors program's international efforts.
6. Assign a book in an internationally themed course and invite the author to campus to speak with students and the larger community. Have the author sign a copy of the book and donate it to the special collections division of the library. In past years we have hosted Mark Mathabane, author of *Kaffir Boy*; Jim Wooten, author of *We Are All the Same*; and Anne Firth Murray, author of *Paradigm Found*. These authors have shared additional contacts and allowed us to use their names as points of introduction.

Non-institutional community members with connections to the international site are another population of contacts worth cultivating by honors directors because they may provide immeasurable support of honors international education initiatives. We found such an individual in a senior pastor at a local Methodist church. In

planning for the 2001 program, our South African colleagues told us, “You cannot address the creation of apartheid and its inevitable transition to democracy without an understanding of theology.” The local minister, Pastor Steve, was a graduate of Duke Divinity School and had articulated connections to South Africa. Pastor Steve came to our attention through his expressed interest in South Africa and experience traveling with and mentoring youth groups. He ultimately filled the intellectual void we faced as a university with no formal religion department, and he expertly explained the theological nuances of the long history connected to the restoration of religious and economic freedom in a politically charged situation. Pastor Steve joined the leadership team for our 2001 South Africa program and returned as energized as any of our university faculty. Motivated by his experiences, he challenged his congregation, comprised of individuals with modest incomes, to raise seven thousand dollars in two months to support HIV-AIDS afflicted children in South Africa; his congregants exceeded that goal.

As our partnership with Pastor Steve quickly developed and matured, he invited students who had traveled to South Africa to attend his church’s administrative leadership meetings and worship services to share their stories. One member of the congregation, who had a technical production position with a television channel, volunteered to make a promotional video of our students’ work in South Africa. As the members of Pastor Steve’s church learned more, they also became engaged with South Africa service outreach. In 2004, Pastor Steve again joined the leadership team of our university group that traveled to South Africa, and in 2006 he launched a travel program for members of his congregation. The ongoing commitment of the local Methodist church to send service teams to South Africa, in conjunction with their support of our students in joint community ventures, has generated social change beyond travel components. For example, for eight years, the church invited students and community members to watch and discuss a movie that addressed a social injustice issue in South Africa. Students and church members who previously traveled to South Africa facilitated the post-film discussion by comparing their experiences

to the realities portrayed in the film. Furthermore, the church fully funded a young community worker and missionary who lived and worked in a South African township near Potchefstroom from 2008 to 2011. There, she connected with a young South African husband-and-wife team who started a non-profit organization, MOSAIC, which provides housing, education, and job training for women who serve as caregivers for orphaned children afflicted by HIV-AIDS. Current technological enhancements afford regular connections between the church and South African families served by MOSAIC. Vicki Pry, the church's current Pastor of Spiritual Formation and veteran of six ventures to South Africa, shared how the international outreach has caused the church to focus much more in their local community: "This congregation is now deeply involved in mission in our local borough, working out of a community center which we purchased and renovated. Members now engage as never before in neighboring towns, in the city of Philadelphia, in coastal areas in need of hurricane relief, and in Haiti." The church frequently extends invitations for our students to participate in many of these local and regional events. We also benefit from church members regularly supporting our annual Aid to South Africa philanthropy. Thus cultivating relationships with community members has kept the program alive and heightened the university's internationalization efforts.

A final recommendation for honors directors seeking to internationalize their programs involves building relationships with international students. More than 975,000 international students currently study in the United States; these individuals can become tremendous partners whose very presence can internationalize honors (Turner). In our case, an international student became an invaluable liaison between the university and organizations in his homeland of Norway.

In fall 2012, a second-year Norwegian transfer student came to the honors office to inquire about admission into the honors college. This student's impact on both honors and the university ultimately proved monumental because he expanded campus awareness of Norwegian culture and cultivated relationships that helped make an honors travel-study program in Norway a viable possibility. After

graduating in 2014, the student returned to Oslo, and as a proud alumnus of the honors college, he continued giving back by providing critical support as we planned our 2015 PASSHE Summer Honors Program in Norway. He expedited networking by making initial connections to the Norwegian Nobel Institute (NNI) and remained a consultant on forthcoming projects with the NNI and the Nobel Peace Prize Committee. (More information on our Norway program is contained in Chapter 11 of this monograph: Dean, “Drawing on Gifts.”) Although all of the university personnel who know this student believe that he is exceptional, he, nonetheless, demonstrates how international students on our campuses have the potential to play dramatic roles in shaping global programs in honors and the larger community. We encourage honors directors to keep a watchful eye for and open door to international students because they can greatly assist with expanding opportunities for global education. Their mere presence exposes native students to different cultures, and the networking they can provide to those who might wish to explore the international students’ homelands is vast. Their potential to become partners with honors is boundless.

STUDENT-INITIATED PROGRAMS FOR POST-TRAVEL ENGAGEMENT

In addition to director and faculty-led efforts, honors students returning from study abroad programs can be the greatest forces for internationalizing the honors community. These students serve as articulate advocates for global education when speaking with members of the university’s administration, and they are effective ambassadors for building enthusiasm for international study among their peers.

In the 2013 NCHC monograph *Preparing Tomorrow’s Global Leaders: Honors International Education*, we reported that eighty-four percent of our students who traveled to South Africa returned to campus in the fall term following their international experience; the current proportion of returning students is more than ninety percent (“Interpersonal”). Moreover, we found students were more motivated to seek leadership and service roles in both honors and campus initiatives after their return (“Interpersonal” 123). These

leadership positions provide highly visible platforms for students to promote the values of sustained international study. Honors directors should emphasize their expectations for students to continue the international program when they return to their home campus by sharing their experiences with their local communities, educating and inspiring others to achieve increased global awareness.

While myriad opportunities exist for student contributions, our focus remains on co-curricular avenues. In a previous publication, we distinguished between co-curricular and extracurricular, where the latter addresses activities independent of the classroom and academics and the former embraces an overt educational mission ("Sounding the Call" 22). Co-curricular activities provide students with opportunities to apply theory and internalize knowledge gained through international experiences. We have identified three co-curricular areas where students can actively lead the internationalization of honors: 1) honors student associations, 2) student/faculty research initiatives, and 3) intentional reflection time and space.

Our robust Honors Student Association (HSA) functions as the social and service arm of the honors college and as a laboratory for honing student leadership skills. Honors directors who have such organizations should encourage their student leaders to focus on international outreach as part of their mission. In 2013, our HSA established an international outreach committee (IOC), which serves as the HSA's liaison to the university's Center for International Programs (CIP). The student-led, collaborative effort between the IOC and CIP offers opportunities for direct student-to-student interaction between honors and international students. These connections foster welcoming relationships, and international students often want to learn more about honors membership. For example, the IOC has hosted food festivals, where international students share dishes and recipes from their home countries, as well as field trips to introduce local sights to international students. The IOC is also responsible for planning an annual program involving some element of international travel for bi-monthly HSA meetings and promoting international study among students and faculty.

A second avenue for students to promote internationalization comes through their involvement in research focusing on global issues. As honors students consider post-baccalaureate opportunities, graduate or professional school is often part of their plans. Mulvaney found honors students who study abroad have a twenty-seven percent higher likelihood of earning an advanced degree (49). Students who complete international study programs have a rich resource base to contribute to scholarly research and creative initiatives, activities that not only enhance students' international travel experiences but also bolster their preparation for graduate and professional school. We intentionally include a faculty-student research element in our international study programs. Specifically, we prioritize ethnographic research projects where students can work with faculty to gather data and incorporate it into various projects once their international travel ends. To further promote students' academic and professional development, we also encourage students who engage in international research and creative projects to seek out professional forums for sharing their projects. Several of our students have presented their research and creative projects at state, regional, and national conferences (Dean and Jendzurski, "Interpersonal" 111-14). Student enthusiasm often advances faculty interest in global projects. Most recently, under the tutelage of a professor of English, students are editing journals kept by students during their time in South Africa. Their goal is to publish a book focusing on the impact of regular and intentional journaling during international study. The students not only actively contribute to valuable cross-cultural research, but they also learn the painstaking process of textual accuracy as they develop their editorial skills and gain insights into the publication process.

While student research that advances internationalization often follows traditional scholarship methodologies, it can also enter the arena of creative projects. Students come to college evermore savvy with respect to technology, including video and film production, and our students have used these skills to create visual projects based on our South Africa programs. Creating a short film, which was once cost-prohibitive for most students, is now possible

for anyone with a cell phone. Our students have partnered with faculty in the education technology, film studies, and computer science departments to design programs and materials that capture their South African experience. One group of students, the majority of whom did not travel, took film footage shot in South Africa by students on location and created mini-documentaries that were shown on campus.

Beyond co-curricular and scholarly activities, students can play critical roles in campus and honors internationalization by designing and utilizing opportunities for sustained reflection on their education abroad experiences. Creating space for dialogue and continued reflection is essential to keeping the program alive for those who participated. For more than a century, American pedagogues have used reflection as a vehicle for learning. John Dewey proclaimed, “We don’t learn from experience. We learn from reflecting on experience” (13). Educational theorist Donald A. Schön and countless others who have built upon Dewey’s work distinguish between reflection-in-action (reflection during a learning event) and reflection-on-action (retroactive reflection). Post-travel programming addresses the second reflective form and grants students time and distance to consider the impact of a learning experience. As Harvard leadership theorists and practitioners Ronald A. Heifetz and Marty Linsky note, the act of moving off the court, floor, stage, or epicenter of activity and into the balcony provides a unique vantage point for critical analysis. As participants remove themselves from the immediate, they can often visualize the larger experience and draw more holistic insights (51–74).

Because of our practice of not encouraging seniors to travel in our programs as “graduation reward trips,” robust numbers of student travelers return to campus for at least a year following their study abroad experience. Each fall we host “reunion” events, bringing those who had the shared international experience back to a common space. Usually over a meal, we make time for participants to share memories of their time abroad and articulate the ways they have shared their experiences with others. We also use the time together to envision ways participants can further educate

others in the campus and broader communities about the benefits of global study.

One simple, cost-effective, and direct way that students can keep the program alive and vibrant comes through creating a physical space for intentional and continued focus on the places they experienced and the lives of the people with whom they interacted. Our student workspace in the honors office has a bulletin board where students can post news reports covering a host of international topics such as the water shortage crisis in Cape Town, the political turmoil surrounding the ex-Presidency of Jacob Zuma, and reactions to the announcement of the most recent winners of the Nobel Peace Prize. It is also where we place cards from students studying abroad and messages from international partners. A student committee is responsible for updating the bulletin board and making it engaging to those who pass by. The posting wall is not a passive space; it often engenders lively conversation and the sharing of additional memories and insights among students. It creates opportunities for both reflection-on-action critical thinking as students relive experiences and reflection-in-action as they explain to peers the relevance of a given article, photograph, or message posted to the board. Because those who have not traveled engage in the conversations, these exchanges inherently heighten their awareness as global citizens.

CONCLUSION

We cannot view study abroad programs as “mission accomplished” as soon as the international flight home lands on American soil. For all the diligent work done in preparing students for international study, honors directors do a great disservice to programmatic design as well as to students, professors, and institutions when they neglect the possibilities to share lessons learned abroad with the home campus community. Trendera notes, “The most enduring cross-cultural lessons are those tied tight to your own experience. However, experience is only the beginning” (33).

By viewing the return to campus as a vital part of international study programs, honors directors maximize international travel’s

transformational impact on participants, honors programs, and the larger campus community. Both faculty and students engaging in study abroad programs have multiple avenues at their disposal to assist in the valuable work of sharing their international experiences with others. Such sharing sustains honors international programming and its importance in many ways, including implicating those who might never travel but are witnessing the positive impact of global study. Ultimately, the two case studies offered from our institution, the South Africa and Norway programs, marked milestones in the internationalization of our honors program and the university community.

Honors directors should prioritize post-international travel programming and tap into the wealth of experiences embodied in faculty and student participants in study abroad programs. All members of an international study program return with their own stories of what they witnessed and learned. Before our travelers disperse after every international program, we hold one final debriefing session where every participant publicly shares the story they will tell others when asked, “so, how was the trip, what did you do?” When students and faculty return to campus, honors directors need to help them find space where these accounts of wonder and discovery can be thoughtfully shared with others. Opportunities to share lessons learned abroad with the larger campus community can take a wide array of forms, including curriculum development, partnership cultivation, co-curricular programming, research opportunities, and reflection space; these avenues are vital components for sustaining global education and internationalization.

On the day following the presentation of the Nobel Peace Prize, the NNI and the University of Oslo host the annual Nobel Peace Prize Forum. Dignitaries and invited guests file into the historic auditorium of the University of Oslo’s Law School for an event that features a keynote presentation from a past Nobel Peace Prize laureate. The speaker is tasked with updating the audience on the issue the laureate championed to initially earn the prize. The 2018 forum featured former U.S. Vice President and 2007 Nobel Peace Prize Laureate Al Gore. As a result of our Norway program, five students

from our university sat in the front row at the event. They listened as Gore explained how the prize became a catalyst to create greater opportunities for propelling his cause. The program booklet distributed at the event, contained these words:

Following his Nobel Peace prize award, Al Gore redoubled his commitment to fighting climate change by investing the peace prize money back into his 'Climate Reality Project.' The Project aims to raise public awareness in order to leverage global momentum for the preservation of the earth's ecosystems. Since 2006, Gore and his team have held nearly 40 Climate Leadership Training seminars. By training ordinary citizens to effectively communicate the dangers of climate change and its countermeasures, the Climate Reality Project has amplified its message to reach a vast global audience. (*Nobel Peace Prize Forum* iii)

Gore's actions since receiving the peace prize in 2007 embody the vision Alfred Nobel held for the prize: it was meant to be a beginning and not an end. Similarly, honors directors must envision international study as the start of a process to build bridges for cross-cultural exchanges rather than a line for students to affix to their resumes. Making the commitment to view study abroad as a start rather than an end maximizes the investment of institutional resources used to support the program. Moreover, such a vision assists with program sustainability as more members of the campus community gain exposure to international programs and experience the benefits global education can offer. Well-designed post-travel programming utilizes travel as a spark to transform students into more thoughtful, global citizens. In that process, honors students assume central roles in inspiring global citizenship among their peers, a noble act and a prize worth celebrating.

NOTES

¹Readers can also find this work in Chapter 16 of this volume.

²Numerous institutions incorporate re-entry components to their students' study abroad experience. Examples include the websites

of the University of California-San Diego, University of Notre Dame, Arcadia University, and George Washington University. In addition, outstanding resources for all stages of study abroad are accessible under “Professional Resources” on the Institute of International Education and NAFSA: Association of International Educators websites at <http://www.iie.org> and <http://www.nafsa.org>, respectively. Recent relevant NAFSA publications include *Education Abroad and the Undergraduate Experience*.

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APPENDIX

Sample Pre-Workshop Survey

**Participant Survey for International 101:
Workshop on International Program Development**

NCHC Atlanta—Wednesday, November 8, 2017—2:00-5:00—Ainsley I

Name _____ Institution _____

Email contact _____

1. Please discuss any previous experience in planning an international program and/or traveling internationally with students.
2. What, if any, international option currently exists for honors students at your campus?
3. If you have done international programming, what, if any, commitments do you ask from participants (both faculty and students) upon their return to campus?
4. What level of institutional support do you perceive exists on your campus for honors international study?
5. What barriers do you foresee to pursuing international study with your honors students?
6. Please indicate the topics that you would like information about from this session:
 - a. Site selection
 - b. Staff/leadership selection
 - c. Content selection
 - d. Recruitment of student participants
 - e. Service-learning component
 - f. Planning for safety
 - g. Financing
 - h. Enhancing administrative support
 - i. Planning for sustainability

- j. Post-travel assessment
 - k. Post-travel investment by faculty and students into the campus community
 - l. Other_____
7. Part of the workshop will involve allowing you to plan an idyllic international short-term (2–3 week) program for your students. With this in mind:
- a. Where would you like to go? Why?
 - b. What theme(s) (academic content) would you like to emphasize?
 - c. What experience(s) would you want your students to have that are linked to the specific location?
 - d. Realistically, how many students would you see traveling to such a destination with this program focus?