

Principles for high-impact, high-engagement UCA Faculty-led programs
The 6 Ps

Goal: keep costs low and engagement/impact high

1. People

- a. UCA programs should balance participants' desire to sight-see with the opportunity to meet, engage with, and serve local people.
- b. Include basic language lessons so that students can say hello, please, and thank you, etc. in a local language other than English where appropriate.
- c. Consider partnering with a local NGO to include a brief service opportunity
- d. Include time in the itinerary for group reflection and debriefing, especially after meaningful or challenging experiences.

2. Place

- a. Location should have LEVEL 1 or 2 US State Dept Travel advisory unless approved by UCA.
- b. Choosing a base location (e.g. UCA in Florence, UCA in Paris) allows for third party providers to offer more affordable housing. Day or weekend trips are less stressful when returning to a room where students are already set up.
- c. Trips should avoid city hopping around the country. This increases cost, participant fatigue, and in some cases risk (e.g. COVID).
- d. Faculty should be mindful of other programs proposed to similar destinations.
- e. Staying in one place allows participants to explore the neighborhood and connect with locals in shops, markets, or cafés.

3. Partners

- a. All faculty-led programs are required to use a quality third-party provider in order to allow the Office of Education Abroad to manage budgets and ensure safety and security on the ground. Use of quality third-party providers allows groups to travel to areas where faculty may not have any knowledge of the local language and culture.
- b. Where possible, take advantage of UCA's international university partners. Our partners around the world can provide housing, excursions, classrooms, and in some cases faculty. Working with a university abroad reduces housing costs and many logistical challenges.

4. Protect the participants

- a. All programming is approved with the security and safety of the participants in mind. Third-party providers offer on the ground support in the case of medical or other emergencies and have staff who speak the local language.
- b. Factors to be considered include US State Department and CDC health advisories, Overseas Security Advisory Council (OSAC) weekly newsletter

5. Price
 - a. The practice of keeping itineraries manageable and supported by third-party providers will help control costs in a time of increased inflation.

6. Prepare and processing: the more engagement desired, the more preparation required
 - a. Site visits to new locations are a best practice.
 - b. Travel to less familiar locations requires more investment in educating students and promoting the opportunity.
 - i. For example, travel to locations in East Africa where UCA has a long relationship with a village in western Rwanda and is planning trips to Kenya and Tanzania require extensive pre-departure cultural and language preparation so that participants can meaningful engage in service work with local communities and NGOs.
 - ii. Time should be allotted at day's end to reflect on any meaningful experiences. Time to process is essential to global learning growth.

All travel supported by the Office of Education Abroad is designed to allow participants to explore new places, examine academic questions in global contexts abroad, and meet local people. These principles are designed to encourage faculty to lead students on high-impact travel experiences that are not only about what they see, but whom they talk to and serve.

These six principles together serve to manage risk, cost, and maximize student learning and personal growth.