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# Semester at Sea IMPACT Service-Learning Scholarship Program

Lindsay B. Parise  
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Semester at Sea IMPACT Service-Learning Scholarship Program

Lindsay Parise

PIM #74

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

May 16<sup>th</sup>, 2016

Advisor: Alla Korzh

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Student name: Lindsay Parise

Date: April 1, 2016

### **Abstract**

Service-learning has become a highly popular approach to increasing experiential learning, expanding study abroad, and supporting the trend in the internationalization of higher education. There are many challenges arising around the use of service-learning in international study abroad contexts. There is no agreed upon definition of service-learning, which makes it difficult to distinguish it from other forms of international education, volunteerism, community service or charity.

International service-learning by its very nature takes place in fragile communities and with people who need assistance or service, due mostly to poverty. There is limited research and assessment of how international service-learning programs impact local communities. Many of these programs lack insight into the ethical, economic, personal, and social negative effects that service-learning has on the population they are meant to *serve*.

The remodeled Semester at Sea IMPACT Scholarship Program has been designed to encourage awardees to reflect on their own personal experiences while fostering an expanded awareness of cultural respect, proper conduct in fragile environments, and an understanding of the service-learning spectrum. The IMPACT Scholarship Program puts the power into the students' hands to decide what social challenges they want to focus their learning on. It assists Semester at Sea participants to inquire and reflect on personal motivations for participating in these types of programs, and possible positive and negative outcomes.

### Cover Letter

Institute for Shipboard Education  
3431 Terryridge Road  
Fort Collins, CO  
80534

April 2, 2016

Dear Loren Crabtree, Nancy Berry, Sara Arlin, and Vince Schaff,

With the great goal to improve and expand the current IMPACT Scholarship Program, I propose an enhanced scholarship opportunity for Semester at Sea students. The new IMPACT Scholarship Program will assist awardees with more financial aid and empower them to become leaders on the ship and agents of social change. This enriched and expanded program will support Semester at Sea participants to consciously and productively engage in social change initiatives onboard and in-country.

Paying creed to the Institute for Shipboard Education's mission to "educate students with the global understanding necessary to address the challenges of our interdependent world... through hands-on field experiences for meaningful engagement in the global community," the improved IMPACT Scholarship Program will raise awareness around the challenges and possible negative consequences service-learning programs can have on individuals and communities abroad.

#### *The remodeled IMPACT Scholarship Program:*

- Increases the scholarship to \$4,000 of tuition discount and \$1,000 credit toward participating in IMPACT Programs;
- Introduces theory and alternative perspectives about service-learning on the possible benefits and downfalls to both participants and hosts;
- Empowers IMPACT Scholars to create their own learning experience by entrusting them to choose focus topics in which they have a strong interest (poverty, human trafficking, environmental preservation, food and water security, etc.);
- Includes all the previous responsibilities of the IMPACT Scholars but also requires them:
  - To head up a subcommittee student club focusing on some of the topics listed above;
  - To plan, organize, promote, and host at least one informational workshop or panel each;
  - To facilitate reflection sessions on their focus topic and after every port;

- To assist their peers and the general shipboard community in understanding appropriate and respectful behavior on IMPACT Programs and photo taking etiquette.

The ultimate goal is to encourage IMPACT Scholars to reflect on their own experiences, and assist peers around them to do the same. This renovated programming will foster an expanded awareness of cultural respect, proper conduct in fragile environments, and understanding of service-learning. It will assist Semester at Sea participants to inquire and reflect about personal motivations for participating in these types of programs, and possible positive and negative outcomes.

The following proposal provides a complete description of the improved IMPACT Scholarship Program with supplementary appendices that outline details and vital variables to the program and its implementation. Thank you for taking the time to review and consider my proposal.

Sincerely,

Lindsay Parise  
Spring 2016 Assistant Field Director and Field Lab Specialist

## Executive Summary

Service-learning has become a highly popular approach to increasing experiential learning, expanding study abroad, and supporting the trend in the internationalization of higher education. There are many challenges arising around the use of service-learning in international study abroad contexts. There is no agreed upon definition of service-learning, which makes it difficult to distinguish from other forms of international education, volunteerism, community service or charity.

International service-learning by its very nature takes place in fragile communities and with people who need assistance or service, due mostly to poverty. As a result of this, it is the assumption of the organization providing service that these communities are disempowered to provide the services they need themselves. This is a dangerous assumption as it fosters a sense of separation, and elevates those providing the service above those receiving the assistance. There is limited research and assessment of how international service-learning programs impact local communities. Many of these programs lack insight into the ethical, economical, personal, and social negative effects service-learning has on the population they are meant to *serve*.

Many students and administrators of Semester at Sea (SAS) have highlighted that IMPACT service-learning programs gave them the opportunity to build relationships with people in other countries, understand culture, living conditions, and economic standing that they otherwise would not have had the opportunity to observe. Some of the negative feedback included SAS participants observing other SAS participants using IMPACT programs inappropriately. These examples include unethical motivations for participating in IMPACT service-learning programs. Participants that visit orphanages to get a photo with a foreign child, take photos without the permission of the subject, visiting a local community dressed inappropriately, or showcasing expensive clothing and technologies in the face of poverty.

The feedback provided by SAS participants, coupled with the lack of an agreed upon definition for service-learning, the increased utilization of this experiential education in higher education, and the ethical inquiry of utilizing people in poverty or fragile situations as learning tools are motivations for this topic to be investigated through the context of Semester at Sea and the IMPACT Scholarship Program.

Semester at Sea conducts standard monitoring and evaluation practices for all of their in-country field and academic programming. Over 3,000 students, faculty, staff, and life-long learner evaluations were read and analyzed. A complimentary qualitative study with 18 participants was completed on the Spring 2016 Voyage, which collected data to assess awareness of service-learning aboard the M.V. World Odyssey. The Service-Learning Survey was conducted as a needs assessment to measure participants' level of understanding around service-learning, how it differs from other forms of experiential international education, the purpose of IMPACT Programs on SAS, motivation for participating in service-learning programs abroad, and the potential negative and positive outcomes of service-learning abroad.

The results of the Service-Learning Survey conducted upon the spring 2016 Semester at Sea voyage showed the following:

- The level of participant understanding of what service-learning is, and how it differs from community service, volunteerism, and charity work is minimal.
- Over a third of participants believe that service-learning is designed with the needs of SAS participants in higher regard than those receiving the service.

- More participants could list the negative impacts of service-learning programs for SAS participants than for the communities being served in-country.
- A significant number of SAS participants voiced their concerns about how their peers conducted themselves on service-learning programs. Inappropriate behavior included:
  - wearing reveling clothing in modest cultured countries;
  - taking photos without asking;
  - motivations for participating in service-learning programs only to get a social media photo with a foreign child
  - showcasing expensive clothing or technologies in the face of poverty.

The renovated IMPACT Scholarship Program addresses the areas of improvement identified in the needs assessment. It is a scholarship awarded to five accepted students on each Semester at Sea voyage. This scholarship offers \$4,000 of financial aid to Semester at Sea students and provides an opportunity to build valuable skills and knowledge around service-learning. This scholarship also offers a \$1,000 credit to each awardee to purchase IMPACT Programs in-country.

The improved IMPACT Scholarship Program provides a space of inquiry for five students that have a passion for and experience with service. These five students have the opportunity to question the benefits and downfalls of SAS IMPACT programs and service-learning in general. Through the experiential learning of these five recipients, a greater understanding and awareness of how service programs abroad impact participants and in-country hosts, both negatively and positively will be achieved. As part of the responsibilities that go along with the award of this scholarship, the IMPACT scholars will not only gain a deeper understanding into international service-learning, but will also build valuable leadership, reflection facilitation, and public speaking skills.

This small group of selected students will facilitate their own learning into various topics addressed through this experience such as service-learning, poverty, human rights, environmental conservation, food and water security. They will also engage their fellow students in discussions about the social challenges that arise in service-learning and possible solutions, as well as model appropriate behavior in-country. It is the mission of the IMPACT Scholarship Program to inspire inquiry and learning about service-learning that will positively transform the entire shipboard community.



### **Definition of Terms and Acronyms**

**Institute for Shipboard Education (ISE):** The Institute for Shipboard Education is a non-profit, study abroad provider that affiliated with the University of Virginia (UVa) until May 2016. ISE's new academic partner is Colorado State University, Fort Collins, Colorado.

**Semester at Sea (SAS):** The Institute for Shipboard Education's only program. This is a semester long comparative and experiential study abroad program. Semester at Sea takes place on a cruise ship that travels to multiple ports all over the world during a semester. While at sea participants take college level courses for credit. While in-country, participants are required to participate in academic field programs. Participants also have the opportunity to sign up for tourist programs, or do independent travel.

**Current IMPACT Scholarship Program:** The current IMPACT Scholarship Program as designed by the Institute for Shipboard Education.

**Proposed IMPACT Scholarship Program:** The proposed IMPACT Scholarship Program as proposed by Lindsay Parise, Spring 2016 Assistant Field Director and Field Lab Specialist.

**IMPACT Program:** "IMPACT [programs] are SAS Field Programs which offer a unique cultural insight into the host country through people-to-people interaction, non-governmental organization visits, homestays and/or service-[learning] opportunities" (2015d, para. 2).

**IMPACT Scholar:** The awardees of the IMPACT Scholarship.

**Service Steering Committee (SSC):** The committee on SAS that is composed of the awardees of the IMPACT Scholarship (IMPACT Scholars) and the three advisors, a representative from the Field Office, a Residential Director, and a Faculty Member.

**Field Lab:** Each course has one required faculty led field component in-country. Each student experiences 3-4 Field Labs throughout the voyage.

**Field Program:** Field Programs are SAS designed in-country excursions that provide unique cultural and historic aspects of each country. These program durations are from a few hours to multiple day excursions.

**Life-Long Learners (LLL):** Participants of SAS that are not students, are over the age of 41 and sail with the voyage, if they so choose they can audit classes and are permitted to participate in all SAS activities.

**Students of Service Club (SOS):** The student club organized and managed by the IMPACT Scholars and open to the whole shipboard community.

**Global Grins:** Partner non-profit that supplies approximately 20,000 toothbrushes annually for participants to donate to people in-country.

**One World Futbol:** Partner non-profit that supplies approximately 200 soccer balls to each voyage for participants to donate to people in-country.

**1<sup>st</sup> Photo Project:** A new program first implemented by ISE on SAS in spring 2016. This program takes Polaroid cameras on Field Programs and IMPACT Programs to take pictures of children or families, if they so choose, and gives the photo to them as a gift.

## Table of Contents

|  |      |
|--|------|
| Abstract .....                                     | iii  |
| Cover Letter .....                                 | iv   |
| Executive Summary .....                            | vi   |
| Definition of Terms and Acronyms .....             | viii |
| Table of Contents .....                            | x    |
| Introduction.....                                  | 1    |
| Program Context.....                               | 1    |
| Program Rationale .....                            | 3    |
| Theoretical Foundations.....                       | 4    |
| Service-Learning Literature Review.....            | 4    |
| Theory to Practice.....                            | 5    |
| Needs Assessment.....                              | 9    |
| Research Methodology .....                         | 9    |
| Data Analysis.....                                 | 12   |
| Primary Stakeholders’ Interests & Needs.....       | 20   |
| Program and Participant Goals and Objectives ..... | 21   |
| Program Goals and Objectives .....                 | 21   |
| Participant Goals and Objectives.....              | 22   |
| Program Description .....                          | 24   |
| Scope .....  | 24   |
| Timeline for Delivery .....                        | 26   |
| Potential Participants .....                       | 26   |
| Curriculum .....                                   | 27   |
| Coursework.....                                    | 28   |
| Extra-Curricular .....                             | 29   |
| Staffing Plan.....                                 | 30   |
| Program Marketing.....                             | 31   |
| Student Recruitment and Admissions.....            | 31   |
| Recruitment .....                                  | 31   |
| Admissions .....                                   | 32   |
| Logistics.....                                     | 33   |
| Health and Safety Plan.....                        | 33   |
| Crisis Management Plan .....                       | 34   |
| Budget and Budget Notes .....                      | 34   |
| Budget.....  | 35   |
| Budget Notes: Expenses .....                       | 37   |
| Evaluation Plan .....                              | 38   |
| Program .....                                      | 38   |

|   |    |
|---|----|
| Participant.....  | 40 |
| Conclusions and Implications.....   | 41 |
| References.....   | 44 |
| Appendix A: IMPACT Scholarship Instructions and Application.....                            | 48 |
| Appendix B: Participant Evaluation of Field Program.....                                    | 51 |
| Appendix C: Student Evaluation of Field Lab.....  | 52 |
| Appendix D: Description and Faculty Evaluation of Field Lab.....                            | 53 |
| Appendix E: Service-Learning Survey (Needs Assessment).....                                 | 54 |
| Appendix F: Consent Form.....   | 57 |
| Appendix G: Current IMPACT Scholarship Program vs. Proposed IMPACT Scholarship Program..... | 58 |
| Appendix H: Timeline for Delivery.....  | 60 |
| Appendix I: Spring 2016 Voyage Calendar.....  | 62 |
| Appendix J: IMPACT Scholarship Contract.....  | 64 |
| Appendix K: Assistant Field Director and Field Lab Specialist Position Job Description..... | 66 |
| Appendix L: Residential Director Position Job Description.....                              | 68 |
| Appendix M: Faculty Position Job Description.....   | 70 |
| Appendix N: Green Sheet.....  | 71 |
| Appendix O: Administrator Evaluation of IMPACT Scholarship Program.....                     | 74 |
| Appendix P: Participant Evaluation of IMPACT Scholarship Program.....                       | 79 |

## Introduction

### Program Context

**The Institute for Shipboard Education and Semester at Sea.** The Institute for Shipboard Education (ISE) is a non-profit, study abroad provider that affiliates with the University of Virginia (UVa) to offer their only program: Semester at Sea (SAS). This program runs two voyages a year, one in the spring semester and one in fall. The Spring 2016 voyage around the world was the last voyage that was sponsored by UVa, for the succeeding voyages ISE's new academic partner is Colorado State University in Fort Collins, Colorado. Each voyage travels to multiple countries around the world on a large ship with approximately 550 students and 35 faculty members as an experiential comparative study abroad program.

ISE was founded in 1963, by Bill Hughes, as the only international education program to take place on a ship that traveled from country to country, educating students on global affairs. ISE was founded with a vision of the program “not be[ing] a mere sightseeing tour, but a college [semester] of educational travel and systematic study to develop an interest in foreign affairs, to train students to think in world terms, and to strengthen international understanding and good will” (Semester at Sea, 2015a, para. 4). With over 60,000 alumni ISE and SAS will be celebrating their 52<sup>nd</sup> anniversary this year.

ISE has a vision for Semester at Sea to “be the leader in comparative global education,” and a mission to “educate students with the global understanding necessary to address the challenges of our interdependent world. With the world as our classroom, our unique shipboard program integrates multiple-country study, interdisciplinary coursework, and hands-on field experiences for meaningful engagement in the global community” (2015b, para. 2).

The IMPACT Scholarship Program supports the mission of ISE by empowering students to get more fully engaged with service-learning opportunities while on the voyage.

**The IMPACT Scholarship.** The current IMPACT Scholarship is awarded to students that have demonstrated a commitment to service (in their community, home institution, and abroad) that exemplify a desire to continue to serve during the voyage (SAS, 2015c). The purpose of this proposal is to improve and expand on the current scholarship offered by SAS. The current IMPACT Scholarship is a \$3,500 scholarship, with an additional amount of \$500 to be used on IMPACT Programs, awarded to five students each voyage. The students that receive this scholarship become part of the Service Steering Committee (SSC) and are also known as IMPACT Scholars, and the responsibilities of these students are as follows<sup>1</sup>:

- Serve on the SSC. As a member of this committee, each scholar will spearhead one major responsibility/activity for the voyage (material allocation, Global Grins toothbrushes, One World Futbol, etc.);
- Submit a brief report and photo for each IMPACT field program they participate in;
- Participate in and lead preparation and reflection sessions for IMPACT field programs;
- Cultivate an attitude of appropriate expectation;
- Work with the Communications office to create at least two blog posts over the course of the voyage

**IMPACT Programs.** SAS offers multiple short-term (from a few hours to five days) service-learning programs in each port of call to all of their participants. Participants that can partake in these programs include: students, faculty, staff, and life-long learners (LLs). These

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<sup>1</sup> See Appendix A for scholarship application guidelines and requirements

programs are called IMPACT programs, which SAS defines as: “[a] program [that] helps foster experiential learning through in-country trips that allow students to engage in grassroots efforts that positively impact local communities...[and] aim[s] to give students exclusive cultural interactions through service and/or homestay opportunities” (2015d, para. 2).

### **Program Rationale**

Some of the feedback from previous voyages, collected through program evaluations, about IMPACT programs has been both negative and positive. Many students have highlighted that IMPACT programs gave them the opportunity to build relationships with people in other countries, understand culture, living conditions, and economic standing that they otherwise would not have had the opportunity to observe. Some of the negative feedback has included SAS participants observing other SAS participants using IMPACT programs inappropriately. Many students have brought it to the attention of ISE and SAS that many IMPACT participants sign up for these programs with the sole intention to get a photo with a foreign child for their Facebook page. Participants have asked how much of a monetary donation actually makes it to some of the organizations with which SAS works. Students have questioned the purpose behind IMPACT programs, especially orphanage visits, which tend to be only a few hours long. Some have also highlighted that this short window of interaction could be detrimental to the children in those orphanages. Participants have reported that they feel like they are flaunting their privilege by visiting poor communities, or using local people as “things” to be observed rather than with whom to engage and interact. Many have questioned the ethics of using people living in poverty as a learning tool to promote global understanding in SAS participants.

The rationale behind the improvement of the IMPACT Scholarship Program is to provide a space of inquiry for five students that have a passion for, and experience with, service. These

five students have the opportunity to question the benefits and downfalls of SAS IMPACT programs and service-learning in general. As they reflect on their own experiences, and assist peers around them to do the same, more and more of the shipboard community will learn that service-learning has so many dimensions to it, and all have to be recognized and taken into consideration when doing service work.

## **Theoretical Foundations**

### **Service-Learning Literature Review**

Service-learning has become a highly popular approach to increasing experiential learning, expanding study abroad, and supporting the trend in the internationalization of higher education. Service-learning also enables students to engage in the challenges and problems of their local community and the greater world (Furco, 2002). Annette (2002) explains that service-learning “enable[s] students to develop both an understanding of globalization and an intercultural understanding of community development across national and regional boundaries” (p. 91). International service-learning empowers students to recognize shared similarities and challenges with people from diverse backgrounds while producing a sense of shared global citizenship and simultaneously providing a service. These benefits are just a few that can be identified to advance the population to be referred to as the *learners*. Most of the service-learning programs being designed and developed focus highly on the outcome of this group.

The disadvantages of service-learning are slowly starting to be discovered and discussed in the field of international education. There is a serious insufficiency of research and assessment of how international service-learning programs impact local communities (Ver Beek, 2002). Many of these programs lack insight into the ethical (Archer, Cooper, & Ruhanen, 2005), economical (Schroeder, Wood, Galiardi, & Koehn, 2009), personal, and social (Schroeder et al.,



2009) negative effects service-learning has on the population they are meant to *serve*. This population will be identified as the *receivers*. Annette (2002) suggests that service-learning has increased in popularity as an undertaking of active citizenship that not only emphasizes the importance of human rights, but also stresses the significance of social responsibility. Due to globalization, more people are aware of the living conditions of the severely impoverished around the world. Aware and concerned about the growing socio-economic inequalities, more students become involved in social change initiatives that attempt to end suffering and poverty through service-learning. Notwithstanding the popularity and abundance of the service-learning programs, the impact of such programs must be investigated. Namely, it is worthwhile to examine whether international service-learning programs are improving the lives of the people they are designed to serve, to what degree, and at what cost to the local community.

### **Theory to Practice**

There are many challenges arising around the use of service-learning in international study abroad contexts. There is no agreed upon definition of service-learning, which makes it extremely difficult to distinguish service-learning from other forms of international education, tourism, or charity. International service-learning by its very nature takes place in fragile communities and with people that need assistance or service, due mostly to poverty. As a result of this, it is the assumption of the organization providing service that these communities are disempowered to provide the services they need themselves. The act of taking students into an area of poverty in the name of education can be questioned to boarder on poverty tourism. Poverty tourism takes place in areas of extreme poverty to give participants the opportunity to view the effects of extremely low economic conditions, starvation, and unhealthy living conditions. This form of tourism brings foreigners into a community without the consent of its

residents. When people with privilege go into impoverished areas to provide a service, that may or may not be measurable, sustainable, impactful, or desired, it creates ethical dilemmas that should be examined.

Notwithstanding existing research on the benefit of service-learning for the *learning* party, there is a significant lack of data on how service-learning impacts those being *served* economically, socially, and personally (Ver Beek, 2002). Are service-learning programs being developed in collaboration with the communities they are meant to serve? What are the negative impacts of service-learning to foreign communities and people? Are these programs being monitored and evaluated for measurable results and negative impacts? What follows is a synthesis of research that supports and identifies the challenges of service-learning.

In the field of education, Furco (1996) shares an observation that service-learning programs are becoming some of the fastest growing approaches to experiential education but researchers and practitioners have struggled for almost a quarter of a century to determine how to best characterize service-learning. Tour operators, third party study abroad providers, and non-profit organizations are using service-learning, community service, volunteerism, and field education interchangeably. With multiple definitions, key concepts, smart practices, and methods of implementation and evaluation in flux, it is difficult to fully understand what is, and is not, service-learning.

Bringle and Hatcher (1995), Furco (1996), and Sigmon (1979) all have different and varying definitions of service-learning. Sigmon (1979) defines service-learning as an experiential education approach built upon *reciprocal learning*, where both the *learners* and those being *served* learn in some capacity. In Bringle and Hatcher's (1995) definition service-learning is a credit-bearing, educational, experience in which students participate in an organized service

activity that meets identified community needs. Furco (1996) emphasizes a new dynamic with his definition of service-learning, stating that service-learning is distinguished from other experiential education approaches by the “intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring” (p.12). For the purpose of this program design proposal, I will use Furco’s definition of service learning that emphasizes equal focus on both the *learners*, and those being *served*.

There is significantly more research on how service-learning impacts and facilitates learning for the students; how it can be utilized in the internationalization of higher education; and how it calls for a change in teaching styles, than how it impacts the people and communities abroad in which these programs operate (Furco, 2002, Schroeder et al., 2009, Ver Beek, 2002). It appears that the higher education short-term service abroad movement has conveniently forgotten the other half of service-learning. As Ver Beek (2002) contends, it has “largely been concerned with advancing the civic consciousness and moral character of college students, arguing that service-learning pedagogy results in improved teaching and learning” (p. 60), without focusing on solving core community problems. With a primary focus on the learners, service-learning’s impact on receivers through cultural, economic, environmental and social variables, has not been sufficiently studied.

The impact of service-learning on the communities in which these programs are implemented becomes extremely relevant when considering the exact nature of *service-learning*. It is meant to offer a learning opportunity by serving others. Those who truly need a service provided to them either cannot do it themselves or require assistance. Due to this fact, these programs maintain dangerous assumption that the people and communities they serve are

disempowered or unable to provide those services to themselves in the first place. As Schroeder et al. (2009) point out, this preconceived stereotype by students, administrators, and faculty has the potential to reinforce a negative self-image for local people.

Schroeder et al. (2009) suggest that economic impact of service-learning study abroad programs on developing communities have shown the adverse effects of these programs. These negative effects include creating a 'boom or bust' local economy, as a result of specific dates when students arrive at the communities throughout the year. Service-learning study abroad programs create a dependency economy, where the local economy survives solely on the influx of students, and where natural disasters or civil unrest result in a loss of the only sustaining factor in a developing community. Some of the services offered by these programs take jobs away from locals, creating more economic strain on families than before the *service* was offered. In addition, when local elites are the only beneficiaries of the presence of students, this fosters economic inequality in local communities. Furthermore, various aspects of student privilege can create inequality in the community, when wealthy foreign students flaunt expensive technologies and nice clothing in the face of poverty.

Tourism and study abroad are irrevocably linked. Especially as more and more people and students desire to not only experience another culture, ancient sites, and trendy cities through tourism and study abroad but also desire to offer services and make their time abroad count for more than sightseeing or completing courses. Rolfes (2009) points out that poverty tourism has grown significantly since the 1990s when it first appeared. The tourism industry has capitalized on the living and social conditions of those living in poverty in urban areas such as Cape Town, Rio de Janeiro, and Mumbai. Initially some of these excursions were set up by community members of these areas to educate visitors on the social inequalities of apartheid or the caste

system. Poverty tourism does have the potential to show people how discrimination by race, gender, or religious beliefs may have been outlawed by their country, and yet the inequalities and discrimination still persist to this day. One can argue that local community members had the intention to raise awareness about social injustices: the greater number of people who are informed about social injustices, the greater potential is for social change. While poverty tourism could have an educational benefit, it is important to ponder the ethical dilemmas of having people from a privileged class observe those living in poverty, while a third party continues to financially benefit from it. Archer, Cooper, and Ruhanen (2005) add that tourism, volunteerism, and service-learning are by their very nature attracted to unique and fragile environments and societies. Service-learning, like tourism, may be offset by unfavorable and previously unrecognized consequences that appear to be blurred by the possible social and learning benefits, without questioning the ethics of designing and implementing these programs.

The purpose of this study and program design is not to construct a universal definition of service-learning. It is not to design a program that avoids all of the negative impacts of international service-learning while maintaining the benefits to both parties. The goal of this program is to raise awareness around the challenges and possible negative consequences that service-learning programs can have on individuals and communities. The improved IMPACT Scholarship Program will introduce theory and an alternative perspective to the students of the SSC about service-learning so that they may be able to design and participate in service-learning in the future with more awareness and with greater care of those to whom they will be offering their service.

### **Needs Assessment**

### **Research Methodology**

**SAS Monitoring and Evaluation.** SAS implements monitoring and evaluation on many levels. At least three participants (students, LLLs, faculty, and staff) are requested to fill out surveys after every field program (field trip)(see Appendix B), and all students are required to fill out a questionnaire after every field lab (in-country academic field class) (see Appendix C). Professors are required to reflect and answer questions after every field lab they have conducted in a given country (see Appendix D). Each individual evaluation includes open-ended questions on what the participant learned, logistics of the program, how it related back to their course-work, and how the experiences made them feel personally, and includes a quantitative ranking system to measure key variables. Those key variables include: educational value, professor involvement, lecturers, guides, transportation, meals, and overall rating. As an Assistant Field Director and Field Lab Specialist at Semester at Sea, I read and analyzed all of the quantitative and qualitative data from the Sprig 2015 voyage. I reviewed approximately 3,000 SAS field evaluations in order to better understand the successes and areas of improvement for the field programs and academic field labs. The following topics were explored in the survey: educational value, cultural experience, personal experience, logistics, food, and safety of participants. The data from these surveys was not coded for analysis, as it was not the focus of this proposal; however, the data did provide valuable insight into areas of improvement for IMPACT programs. The survey data review revealed lack of cultural respect for hosts, utilization of poverty as a learning tool, and extreme variability in the amount of service in each program that is labeled as an IMPACT Program.

To build on the existing survey data, I administered anonymous surveys consisting of 17 open ended and demographic questions (see Appendix E) to SAS participants who volunteered to be part of the data collection process. Twenty participants total, five from each group listed

below, from the Spring 2016 voyage were invited to participate in the survey to share their experiences and views of IMPACT Programs. Participants have been chosen from four distinct groups on the SAS voyage study so that a wide range of populations can be represented:

- Students (between the ages of 18-22, either gender)
- Faculty (between the ages of 30-75, either gender)
- Staff (between the ages of 23-75, either gender)
- Life-Long Learners (LLLs) (between the ages of 40-75, either gender)

Criterion sampling (Creswell, 2012) was employed to select the participants according to the set criteria of completing at least one SAS service-learning IMPACT program while on their voyage.

Participants were informed about the purpose of the study and their voluntary participation in it. They were provided with all of the questions before choosing to participate in the survey and were asked to read and to sign a consent form (see Appendix F). This consent form outlines the possible benefits to participating in this survey and the assessed risk. It also highlights that participants can choose not to answer any of the questions, or stop participating in a survey at any time. Participation in this survey did not put their current status as a student, faculty, staff, or LLL with SAS in jeopardy, and it did not offer compensation.

It was foreseen that these questions could permit a small amount of risk to the participant. Some of these questions could remind the participants of poverty they have witnessed and could result in emotional feelings of guilt or privilege. None of the questions directly asked about poverty but did ask the participant to reflect on their experience in IMPACT programs, what they experienced, how these programs benefited the local people and community. In the course of the study the notion of privilege emerged in participants' discussions, but no participant mentioned

that these were negative emotions. They stated that by reflecting on their experience, they were able to notice the socio-economic disparities between them and local communities. Many participants became more aware of how their peer SAS participants' exhibited disrespectful behavior, such as inappropriate dress, picking up children without permission, and flaunting expensive technologies. Participants shared that their peers' behavior triggered feelings of guilt as it treated people like things to be observed or photographed, instead of people to be interacted with. All participants represent SAS, when one exhibits disrespectful behavior it reflects back on all participants and many shared these feelings of embarrassment and guilt.

Participation in this study hoped to change participants' understanding of service-learning. It also aspired to help participants comprehend the purpose of IMPACT programs on SAS. The reflection aimed to support their apprehension as to why they decided to participate in the program, and what impact it had on them personally. Also, it was hoped that if participants gained a better understanding of service-learning through this survey, it could impact how they choose to participate in similar programs in the future. From the results of the survey, the data show that participants did reflect on the points mentioned above, but it is unclear if they learned any new information through the contemplation process. Many conversations started from the questions asked in this needs assessment, and it is believed that through those conversations, participants started to observe alternative ways of thinking about how their presence in impoverished communities affected the *receivers* more than themselves.

### **Data Analysis**

The results of this needs assessment were extremely varied. Of the 20 desired participants who were invited to fill out this survey, only 18 agreed to participate. Two LLLs could not be found to fill out the survey due to unknown reasons. From the student group, all volunteers were



IMPACT Scholars (awardees of the IMPACT Scholarship), one male and four females completed the questionnaire; all were between the ages of 18-25. Five staff members filled out the questionnaire, among whom there were four females and one male between the ages of 18 and 41 and over. Of the faculty, two participants were male and three were female; all participants were between the ages of 26-41 and over. Three LLLs participated in this data collection study; two females and one male, and all were over the age of 41. Pseudonyms have been used to protect the privacy of the participants.

**The purpose of IMPACT Programs on Semester at Sea.** Of the 18 participants who were asked the question: *What is the purpose of IMPACT Programs on Semester at Sea*, only two highlighted that it is a reciprocal learning opportunity for both the *learners* and the *receivers*. One IMPACT Scholar shared that “the purpose of IMPACT Programs is to impact both the people participating and the people on location through an equal exchange of learning and service” (India, personal communication, February 14, 2016,). Although the rest of the participants did touch on key aspects of IMPACT programs and how ISE defines them, mainly “IMPACT opportunities are SAS Field Programs which offer a unique cultural insight into the host country through people-to-people interaction, non-governmental organization visits, homestays and/or service opportunities” (Semester at Sea, 2015e), but do not appear to think much deeper than the definition supplied by ISE. One staff member participant defined the purpose of IMPACT programs as an opportunity to “expose students to deeper cultural issues and environments that allow students to leave a mark on the people and countries they visit” (Erin, personal communication, March 3, 2016). A faculty member shared that the purpose of these programs is to “positively impact local communities with activities that feed money into meaningful experiences rather than tourist activities” (Marty, personal communication, February

14, 2016). What this faculty member doesn't realize is that two-hour long visits to local non-profits in foreign countries are quickly becoming tourist activities. This LLL shares that IMPACT "programs [were] designed for students to learn and come away with knowing they can make a difference in the lives of those they visit" (Sherry, personal communication, March 7, 2016). This quote highlights that Sherry believes that IMPACT programs are more for the students (learners) than for the communities these programs visit (receivers), and that these short-term programs make a difference in the communities they function in.

**Motivation for joining an IMPACT Program.** All of the participants chose to go on IMPACT Programs for varied reasons. Six out of the 18 signed up for a tourist program that had components of service-learning and was labeled as an IMPACT Program. One faculty member shares "I went on a field program in Vietnam that involved visiting an orphanage and painting a classroom as the IMPACT portion, but I chose the program because of the beach, not because of the IMPACT component" (Rachael, personal communication, February 8, 2016). Of the remaining 12 participants, eight choose IMPACT Programs to gain an authentic glimpse into local life and culture, and have an opportunity to build relationships with people from other countries; one staff member conveys: "I chose to visit the Mekong Delta on a homestay because I wanted to understand Vietnamese culture from a domestic perspective" (Jessica, personal communication, March 3, 2016). The remaining four chose IMPACT Programs to offer some kind of support or service to organizations that were visited. Rose, a staff member, shares that "[she] wanted to spend time with the children, [at the Dieu Gaic Orphanage], to help prepare a meal and learn about the orphanage process in Vietnam" (Rose, personal communication, February 28, 2016). The motivations of the participants described above are genuine, but the

results show that participants believe that by spending one night with a host family or serving a meal, a traveler can gain insight into the depths of a culture.

**Definition of service-learning.** When the participants were asked: *By your definition, what is service-learning, and how is it different from community service, charity, and volunteerism*, many could not fully distinguish service-learning from the latter. Four out of the 18 participants, three IMPACT Scholars and one faculty member, defined service-learning as having a reciprocal and equal benefit to both the learners and the receivers. Jerry, an IMPACT Scholar, suggests “service-learning is the one that engages both sides, allowing for equal exchange of ‘services.’ Community service, charity and volunteerism, I feel, relate more to the idea of doing good for a certain cause without a really sustainable program in mind” (Jerry, personal communication, March 3, 2016). It is important to highlight that Jerry mentioned ‘sustainability’ here as that is one of the key factors that can separate service-learning from charity, volunteerism, and community service. The other two IMPACT Scholars also mentioned the service being an identified need of the *receivers* and a learning opportunity for the *learners* that can be measured and equal. Ethel, a faculty member, defined service-learning as “having an intentional purpose of education for the participants, both those serving and those being served” (Ethel, personal communication, February 27, 2016). These comments highlight that members of the faculty and some students think about service-learning as being reciprocal for both the participants of SAS and the communities IMPACT programs function in-country.

Six out of the 18 participants shared that the definition of service-learning had an academic component. One student defined it as having a strictly academic focus designed more for the learners. Fred, a staff member, stated that service-learning is “an educational experience based on a short-term engagement in a community” (Fred, personal communication, March 7,

2016). “Service-Learning is different from community service, charity, and volunteerism because it is organized specifically to have an effect on the participants rather than just the recipients,” is the opinion of Laurie, a LLL (Laurie, personal communication, March 3, 2016). One final staff member’s definition of service-learning was: “They [SAS participants] have intentional reflection tied to the activity and is sometimes connected to a course” (Mary, personal communication, March 4, 2016). These excerpts show that approximately six out of the 18 participants believe that service-learning has an academic component, not simply learning, but that consciously designed curriculum with learning objectives.

The remaining eight participants could not clearly illustrate how service-learning differs from community service, charity work, or volunteerism. Many thought that they offered a deeper insight but seemed to not be aware of the differences between the four. Kristin, a student, defined service-learning as being similar to volunteerism, except that participants learn something about the local community they are serving. From this statement it could be concluded that Kristin feels that community service, charity or volunteerism don’t offer insight into the local community. One faculty’s opinion of service-learning was “Service learning is learning about community, culture, economics etc. by providing service to communities in need. Community service, charity, and volunteerism are one-shot, surface activities” (Fred, personal communication, March 7, 2016). The responses to this question display, that like the international education community, many people cannot clearly distinguish between service-learning, community service, charity, and volunteerism. To gain a deeper understanding of the comprehension level of participants in these four areas, the survey should have requested participants to define all four, and compare their responses, instead of define service-learning and ask how it is different from the other three.

Fourteen out of 18 participants did not mention anything about the amount of learning and service being balanced, that both parties could learn from the experience, or if the service offered was needed, sustainable, or built the capacity of the organization or the community. The findings below demonstrate that SAS participants are highly self-focused, as the majority of them do not consider how their participation in service-learning impacts the receivers.

**Possible negative outcomes of service-learning programs.** The participants were asked to briefly describe: *if you think service-learning programs can have a negative effect on either the learner(s) or the person(s) receiving the service, and how.* Fifteen out of the 18 participants identified that there can be negative impacts on both the learners and the receivers, but eight of the 15 thought that the *learners* experience more negative impacts than the *receivers*. The final three, all LLLs, identified only the negative impacts to the *learners*, and did not list any for the *receivers*.

All five student participants (IMPACT Scholars) recognized that service-learning programs can have both a negative effect on the learners and the receivers. Students mentioned creating a false sense of accomplishment and gratification for learners, while simultaneously highlighting the difference in socioeconomic status to receivers. A faculty member, Pamela, mentioned that “[service-learning] can have a negative effect if it only benefits a few members of the community or exposes them to something that is not sustainable or effective for their lifestyle or culture” (Pamela, personal communication, March 3, 2016). Ethel articulated that she “felt confused and inadequate while I was there and then guilty after I left because I felt like I was just a typical American swooping in to ‘save the day,’ even though I had no idea why I was there” (Ethel, personal communication, February 27, 2016). Six participants related that they have observed other SAS students taking photos of children without interacting with them, and

consequently “using children in orphanages like zoo animals to gain satisfaction through obtaining a photo with an impoverished foreign child for Facebook” (India, personal communication, February 14, 2016). Another student highlighted that in her experience the service offered was not sustainable, equal, or empowering to the receivers. This made her feel guilty that she was consequentially using the receivers for her own learning experience. Many participants in this needs assessment shared that a common negative impact the learners experienced was a feeling of guilt due to their socioeconomic status and not being able to offer a more sustainable service or a solution to the specific communities’ problems.

One LLL answered the question with “I don’t see the negatives in life” (Mathew, personal communication, February 22, 2016). Grace, another LLL mentioned that it could be detrimental to the learners as it could raise feelings of guilt. The needs-assessment findings demonstrate that this demographic, or at least some of the LLLs of SAS, do not fully understand the negative impact service-learning programs can have on the communities they are meant to serve.

### **Summary of Findings**

General themes can be found in the data collected from this needs assessment:

- Only two of the 18 participants surveyed think that the purpose of IMPACT Programs can have benefits for both the learners and the receivers, and that this exchange of learning and services should be an equal exchange of learning and service. Eight of participants surveyed cannot fully distinguish the difference between service-learning and community service, charity or volunteerism.
- Six of the 18 participants believe that service-learning is designed with the needs of the learners in higher regard than the needs of the receivers.

- Four out of the 18 participants believe that visiting an orphanage for two hours can be defined as sustainable and empowering service.
- Three of the 18 participants, specifically the LLLs, could not see the possible negative effects of service-learning on the receivers, and had a highly skewed perspective towards the learners.
- Fifteen of the 18 participants stated that their IMPACT experience did make them start to question the ethics behind certain service-learning programs, and how receivers are treated on those programs.
- Six out of the 18 participants mentioned that a significant negative impact that service-learning programs can have on learners is that they can encourage a false sense of accomplishment and gratification for a very small amount of service, or even a short visit to an organization.
- Only three participants believed that the donation of money made the program sustainable, equal, and built the capacity of the organization.
- The students surveyed (IMPACT scholars who focused on these issues) were the participants that had the most analytical perspective of SAS IMPACT programs and service-learning in general. They were able to identify that both parties' needs, the *learners* and the *receivers*, should be taken into consideration equally while designing programming that should build capacity, be sustainable, and empowering to both parties, and that short-term service-learning programs usually have more of a negative impact rather than a positive one.

Of the various demographic groups (students, faculty, staff, LLLs), in this survey the results show that the IMPACT Scholars were the most knowledgeable about service-learning and the

challenges it creates. This highlights the potential for the improved IMPACT Scholarship Program, as the SSC Assistant Field Director, Residential Director, and Academic Dean mentors worked directly with all of the IMPACT Scholars to inform them of some of the alternative perspectives of service-learning. The SSC asked them to start to consider not only the needs and education of the learners but also the needs of the receivers the effect short-term service learning has on foreign communities. The data show that these discussions were successful in igniting further inquiry by the IMPACT Scholars and fostered a deeper understanding of service-learning and how SAS implements it through their IMPACT programs.

### **Primary Stakeholders' Interests & Needs**

- *Prospective Semester at Sea Students and IMPACT Scholars* are concerned with financial aid opportunities and affording the program, academic learning offered by the program, personal, social, and professional experiences offered by the program, opportunities to focus on personal interests, such as social entrepreneurship or service-learning, travel, making a difference while studying abroad.
- *Enrolled Semester at Sea Students* are concerned with understanding what IMPACT programs are, how much is donated to local partners, where the money they use to pay for the programs goes, how they can make a difference, which program offers the most service to the receivers; they are interested in social entrepreneurship, service-learning, charity work, international public health, human rights, social equality etc.
- *Recipients of the IMPACT Scholarship* are concerned with the extra work load and responsibilities associated with the award of the scholarship, wanting to make a difference in an impactful way; they are interested to learn new theories, gain leadership experience, and develop public speaking skills.



- *Parents* are concerned with safety, logistics, the personal needs of the student, effectiveness of the academic program, and the career opportunities for their child, and appropriation of their personal funds.
- *Faculty* are concerned with academic integrity of curriculum design, appropriate academic preparation of students, and additional workload.
- *Institute for Shipboard Education* is concerned with the academic integrity of the program, attracting students that have a high desire to develop leadership skills, making a difference to local partners that they serve, marketing success stories, branding, image, and building a responsible and stronger service-learning program to offer to participants.

### **Program and Participant Goals and Objectives**

The revised IMPACT Scholarship Program will not only provide financial aid to participants of Semester at Sea but will also provide an opportunity to its recipients to develop leadership skills, guide informed reflections, and organize people around a shared mission to nurture social change. Through the five recipients' experiential learning, a greater understanding and awareness of how service programs abroad impact *learners* and *receivers*, both negatively and positively, will have the potential to increase the student shipboard community's awareness about service-learning. The IMPACT Service-Learning Scholarship Program will nurture students as conscious global thinkers, leaders, and citizens.

### **Program Goals and Objectives**

#### **Goals.**

1. To foster open dialog around the topics of cultural differences, poverty, food security, environmental conservation, human rights, sustainable development, social change, and service-learning.

2. To expose participants to perspectives, worldviews, social interactions, values and cultural practices of people living in the countries the voyage visits.
3. To provide strategies and opportunities for adapting to new and different service situations in a foreign context.
4. To create structured opportunities for students to reflect on one's own worldviews, social, and cultural practices.
5. To create an opportunity for IMPACT scholars to lead reflection and discussion sessions.

### **Objectives.**

1. To develop and implement a scholarship program that awards financial aid and promotes understanding and knowledge about service-learning, the possible positive and negative impacts to both *receivers* and *learners*.
2. To provides students with opportunities to develop leadership skills around public speaking, event organization, and reflection guidance.
3. To increase the awareness the student shipboard community has around the topic of service-learning.
4. To increase the amount of financial aid available to SAS students.
5. To increase student enrollment with students that wish to foster social change in the world.

### **Participant Goals and Objectives**

#### **Goals.**

1. To prepare IMPACT scholars for service opportunities abroad.

2. Participants will display a greater understanding of the spectrum of service-learning opportunities offered by SAS and other educational programs, and the impacts those programs can have on *receivers* and *learners*.
3. Recipients will participate in open dialog with mentors and peers on topics of cultural differences, the impact of tourism, poverty, human rights, food security, and service programs on *receivers* and *learners*.
4. Participants will explore perspectives, worldviews, social interactions, values, and cultural practices of people in each country that is visited on the voyage.
5. Recipients will reflect on one's own worldviews, social and cultural practices and how those may influence one's experience or impact people in another culture setting.
6. Participants will gain experience in program design, reflection guidance, event planning, supply management, and public speaking.
7. Recipients will gain experience and become more comfortable with interacting with people that have different perspectives, values, world views, social, and cultural practices in a respectful and appreciative manner.

**Objectives.**

1. Participants will increase their knowledge of:
  - a. The Service-learning spectrum, what is and is not Service-learning.
  - b. How different cultural backgrounds, worldviews, values, and social practices can influence, positively and negatively, service-learning opportunities abroad.
  - c. How students in SAS conduct themselves on IMPACT programs and how to foster an open dialog and reflection of those actions.

- d. How to lead groups to reflect on personal experiences encountered during IMPACT programs.

### **Program Description**

The IMPACT Scholarship Program is a scholarship awarded to five accepted students on each SAS voyage. This scholarship not only offers financial aid but also the opportunity to its recipients to build valuable skills and knowledge around service-learning. The improved IMPACT Scholarship Program provides a space of inquiry for five students that have a passion for, and experience with, service. These five students have the opportunity to question the benefits and downfalls of SAS IMPACT programs and service-learning in general. As they reflect on their own experiences, and assist peers around them to do the same, more and more of the shipboard community will learn that service-learning has so many dimensions to it, and all have to be recognized and taken into consideration when doing service work<sup>2</sup>.

### **Scope**

SAS is committed to offering unique service opportunities to students while sailing on a voyage. As such, the IMPACT scholarship has been established to recognize students demonstrating a commitment to service in their community and home institution and a desire to continue this commitment during a voyage. The program has five main areas of focus:

1. To develop leadership skills and community service skills among IMPACT Scholars.
2. To promote mutual understanding between the participants of SAS and the people of the organizations or communities that SAS visits during a voyage.

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<sup>2</sup> See Appendix G for a comparison between the current IMPACT Scholarship Program and the proposed improved program.

3. To create a space where genuine reflection and inquiry can occur on the topic of service-learning:
  - a. Definition of service-learning and how it differs from community service, charity, and volunteerism;
  - b. How service-learning impacts *learners* and *receivers*;
  - c. How SAS implements service-learning into the IMPACT programs offered during a voyage.
4. To inspire a sense of civic responsibility and commitment to community development among SAS participants.
5. To provide the awardees the opportunity to participate in IMPACT programs while on the voyage. This will provide first-hand experience, and offer a role-model to other students on appropriate behavior on IMPACT programs.

Recipients will receive a scholarship of \$4,000 plus funding toward five SAS service programs (up to a \$1,000 value). All recipients have the responsibility to participate in at least five IMPACT programs and perform the duties outlined below in the *Curriculum* section.

Students that have been awarded the IMPACT Scholarship will become part of the SSC. This committee consists of the five IMPACT Scholars, one representative from the Field Office, one Residential Director, and one Faculty Representative. These three advisors are present to support the students through their learning experience and to assist them in completing their responsibilities.

**Timeline for Delivery**

The timetable for delivery for the IMPACT Scholarship Program has many key components and deadlines. A detailed breakdown of the timeline can be found in Appendix H.

Key tasks to be accomplished and deadlines include:

1. Application deadline (this will vary depending on voyage);
2. Scholarship Committee meeting to review and award scholarships to applicants;
3. Award notification, with preliminary information on responsibilities as an IMPACT Scholar;
4. The communication between ISE home office and all in-country local partners;
5. The updating and collection of relevant information about each individual program;
6. Conference calls between the Assistant Field Director, Residential Director, and Faculty members that have been chosen as mentors for the program;
7. Conference calls between mentors and the IMPACT Scholars;
8. The purchase and shipment of all donations;
9. Final financial breakdown of donations to local partners.

**Potential Participants**

The IMPACT Scholarship will be eligible to all full time undergraduate students accepted to a voyage on SAS. The IMPACT scholarship has been established to recognize students demonstrating a commitment to service in their community and home institution and a desire to continue this commitment during a voyage. This competitive scholarship will be awarded to five students each voyage.

## Curriculum

Identifying and taking into consideration the key characteristics, learning, and development needs of IMPACT Scholars has been crucial while designing this curriculum. From the needs assessment conducted on the Spring 2016 SAS Voyage, factors have been identified that will be incorporated into the modification and improvement of the current IMPACT Scholarship Program. Among the major findings, outlined previously, the data showed that many participants of SAS (students, faculty, staff and LLLs) cannot fully distinguish between service-learning and community service, charity work, or volunteerism. Many participants also think that service-learning is more focused and designed for the *learners* rather than the *receivers*, and if there is a negative impact on either group, current participants can name more negative impacts to the *learners* than the *receivers*. Many current participants also do not fully understand the purpose of SAS IMPACT programs.

The goal of this improved IMPACT Scholarship Program curriculum is to create awareness around service-learning, how it is different from other service programs, what the benefits and negative impacts are to both *learners* and *receivers*, and how SAS can make the experience more equal, sustainable, build capacity, and empower both groups. With these goals in mind, this program also proposes to build leadership skills in the awardees of this scholarship to become agents of social change on their home campuses, in their home communities, on the ship, and in-country.

The IMPACT Scholarship Program will achieve the previously mentioned program and participant goals and objectives through coursework and extra-curricular activities. All recipients of this scholarship are full time undergraduate students either taking four or five upper level courses while on the voyage, refer to the voyage calendar (Appendix I). The amount of time and

energy needed to complete the coursework and responsibilities outlined for this scholarship have been taken into consideration so that awardees can fulfill all other academic requirements. See Appendix J for the contract all IMPACT Scholarship awardees must sign to participate in the program.

### **Coursework**

IMPACT Scholarship Program Awardees:

- Students of Service Club (SOS): As representatives of the SSC (also known as IMPACT Scholars) will be in charge of organizing/leading these meetings. SOS is a club open to all students on the voyage. This club discusses and plans different service activities on the ship, such as clothing drives, or hair donations.
- Material Allocation/Distribution: IMPACT scholars will be responsible for assisting the field office staff in organizing material donation supplies. Each IMPACT program receives various materials as donations from SAS. These materials, such as coloring books, crayons, notebooks, pens, yarn, toothbrushes, glue etc. get organized into individual packages so that they are easily distributable to the various non-profit partners in-country.
- Design Service Workshops: IMPACT scholars will be responsible for brainstorming ideas, identifying workshop speakers/leaders, and scheduling workshops on the voyage calendar as “Official Students of Service Club Events.”
- IMPACT Scholar sponsored program: IMPACT scholars will also have the responsibility to collaborate together designing a complete service-learning program throughout the voyage, to be implemented in the final port of call (with the assistance and guidance of the three advisors).



- Reflection Sessions: IMPACT scholars will plan post-port reflection sessions, identify facilitator(s), questions, promote attendance with flyers, announcement etc. These reflection sessions can be about whatever topic the IMPACT Scholar chooses, or what the attendees of these reflections want to talk about after their time in port. Topics can include but are not limited to: gender roles, cultural norms, language, food, personal experiences, human rights, poverty, water access, environmental concerns, education systems etc.
- Blog Posts: Scholars will collaborate as a team and work with the Communications Team to write two blog posts highlighting experiences they have had on service-learning programs and what they have learned from being part of the SSC.
- Reports: Each scholar will have the responsibility to write a brief one-page reflection report of their experience on an IMPACT program, including a photo, after each IMPACT experience (five per scholar).
- The SSC will explore service-learning theory with the scholars through articles and discussions.
- Each IMPACT scholar will be responsible for heading up a sub-committee open to all participants of the voyage. This sub-committee will have a specific focus that the scholar wishes to learn more about, or share experiences about to foster learning around the decided topic. Topics include but are not limited to: food security, environmental conservation, human rights, sustainable development, and social entrepreneurship.

### **Extra-Curricular**

As part of the extra-curricular activities IMPACT Scholars will be encouraged and empowered to suggest and develop activities that are not part of the IMPACT Scholarship

programming but that they deem important to be shared with the wider shipboard community. Such activities can include additional reflection sessions on topics of their choice or around specific IMPACT programs. Other activities can be leadership seminars, informational sessions and guest panels on a wide range of topics that can include but are not limited to: food security, environmental conservation, human rights, sustainable development, and social entrepreneurship. Such activities can be arranged through the IMPACT Scholar mentors.

### **Staffing Plan**

SAS has a wide range of administrators, faculty, and staff that are highly qualified and bring a diversity of backgrounds, expertise, and experience in international education. Three mentors to the IMPACT Scholars will be chosen from the pool of hired employees for each voyage. These mentors will consist of one representative from the field office (Assistant Field Director see Appendix K for job description), one representative from the student life staff (Residential Director see Appendix L for job description), and one faculty member (see Appendix M for job description). The IMPACT Scholar Mentors will be chosen from a pool of applicants that wish to volunteer time and energy above and beyond their job descriptions to guide and manage the IMPACT Scholars.

These applicants will have extensive experience in service-learning and social change initiatives. Ideal applicants will not only be able to offer a critical review of service-learning theory and definitions, personal experience on how service efforts can positively and negatively impact the *learners* and *receivers*, and also be able to assist the students with the development of leadership skills, public speaking, event planning, article writing, and reflection facilitation.

### **Program Marketing**

The majority of program marketing is designed and implemented by the ISE Communications department. The IMPACT Scholarship opportunity will be highlighted on all student recruitment advertisements and on the website. An individual page on the website will be dedicated to the IMPACT Scholarship which will include the following:

- Application requirements and deadlines;
- Link to all IMPACT Programs offered on each voyage;
- Links to News from the Helm articles written by past IMPACT scholars;
- Excerpts from reflection sessions lead by IMPACT Scholars;
- Testimonials of past IMPACT Scholars on what they learned through being part of the IMPACT Scholar program, personal lessons and transformations, and professional advancements made due the learning that occurred.

### **Student Recruitment and Admissions**

#### **Recruitment**

The ISE Recruitment and Admissions team is primarily responsible for the recruitment of students to join a SAS voyage. The IMPACT Scholarship opportunity will be highlighted in all of their marketing materials to be offered at study abroad fairs around the country. Each Admissions Officer will be knowledgeable about the IMPACT Scholarship, the requirements to apply, and the educational, professional, and personal benefits the award offers. Admissions Officers will offer links to the IMPACT Scholarship page that provides valuable information about the application process and personal testimonials of past awardees as outlined above.

**Admissions**

Any student that has been formally accepted to a voyage on SAS in accordance with the ISE's requirements for admission will be eligible to apply for the IMPACT Scholarship.

**IMPACT Scholarship Admission Requirements.**

1. Completed Application (see Appendix B)
2. Personal Statement
3. Resume/cover letter
4. 2 Letters of Recommendation
  - a. One from a teacher/professor
  - b. One from a mentor/leader of an organization in which applicants volunteer

The ISE scholarship committee, which consists of the Assistant Field Director, the Field Director, and two Admissions Officers, will thoroughly review all applications to award the scholarship to five candidates. The scholarship committee will be evaluating each application on a multitude of variables:

- Experience with previous service projects (international or domestic);
- Personal statement that includes motivations for applying for the scholarship, previous experience, statement of why they make an excellent candidate, and what they hope to achieve in the future with the experience and knowledge they will gain from the award of this scholarship;
- Letters of Recommendation provided;
- Resume and how their previous experience aligns with some of the skills needed to participate in the program.

### **Logistics**

The ISE and SAS Field and Academic Departments handle all the logistics for designing and implementing so many in-country opportunities that are offered through SAS IMPACT Programs. These three departments work collaboratively to offer the greatest learning opportunity to participants and service possibility to local hosts.

The ISE Field and Academic departments plan and design all IMPACT programs almost a year in advance in collaboration with local tour operators. The logistics of transportation, timing, meals, accommodation, donations and gifts is organized and finalized by ISE.

The SAS Field Department on the ship advertises and implements all IMPACT Programs during the voyage. This department is responsible for any changes or updates that need to be made to logistics. One of the Assistant Field Directors is responsible for making sure all physical donations of supplies gets into the trip liaison appointed to a specific IMPACT Program. The other Assistant Field Director is responsible for the training of each trip liaison and providing background information to all participants about the service-learning opportunity.

While in port, there is always a representative from the SAS Field Office on duty, they carry an international cell phone 24 hours a day. If any logistical changes need to be made they are contacted by the local tour operator or the Dean on duty from the ship to rectify the situation.

### **Health and Safety Plan**

Health and safety is of the utmost top priority for ISE and SAS. All IMPACT Programs will be conducted in accordance with ISE and SAS Health and Safety Policy.

### **Crisis Management Plan**

With over 550 participants of SAS in country at every port of call crisis management is a top priority to SAS. Every participant of SAS gets an informational sheet, called a *green sheet*, before each port. Each participant is encouraged to take a picture of the green sheet so that they always have access to valuable health and safety information and vital contact numbers. The green sheet, see Appendix N, includes emergency contact numbers to the Dean on duty, reception at the ship, and the medical team member on duty. It also provides the address and contact information to the local tour agent, port agent, US Consulate, US embassy, local hospitals and dental care. The green sheet gives valuable port specific information on health and safety, health concerns, climate, language, currency, tipping, cultural norms, and transportation.

The general health, safety and crisis management plan for all field programs in country is that if the trip liaison feels in any way they need to ask a question, get clarification, report misconduct, report a medical or health emergency, they can call the Dean on duty, the reception at the ship or the medical team member on duty.

All trip liaisons or the leaders of each field program are trained before each port and provided with a green sheet and if it is an overnight trip, a basic medical kit. Each faculty and staff is trained during SAS orientation with case studies of what has happened on SAS field programs in the past and what is the course of action for such health and safety risks. Each SAS field program has a local guide with a phone. If an emergency occurs the trip liaison will use this phone to contact the Dean on Duty.

### **Budget and Budget Notes**

**Budget**

The budget for the improved IMPACT Scholarship Program includes both direct and indirect expenses. Since this program is a scholarship program, it does not directly generate revenue, but overall could increase the diversity of the participants on the program. By offering financial aid and a tuition discount, more students will have access to the learning experience offered on SAS. This scholarship program will also attract passionate engaged students that have the potential to transform and inspire their fellow students and the wider shipboard community. Primary costs for program include the scholarship tuition discount, the IMPACT Program credit, supplies, marketing, personnel, and indirect costs.





**Budget Notes: Expenses***A. Scholarship*

- The Scholarship expenses are itemized by semester (Fall and Spring) and separated by the tuition discount offered each participant (\$4,000) and the credit provided to use towards IMPACT Programs (\$1,000).

*B. Supplies*

- The Supplies expenses are broken into four main categories: IMPACT Supplies, Global Grins Toothbrushes, 1<sup>st</sup> Photo Polaroid Cameras.
  - IMPACT Supplies are supplies that are purchased before each voyage to offer as supplementary donations to non-profits, villages, and orphanages that are visited by participants on IMPACT Programs. These supplies include, but are not limited to, craft supplies, paper, pens, crayons, markers, puzzles, jump ropes, glue etc.
  - Global Grins toothbrushes are toothbrushes supplied by a partner non-profit, Global Grins, to be donated in-country to orphanages, non-profits, villages, townships etc. Approximately 40,000 toothbrushes are donated as in-kind donations to the IMPACT Program annually.
  - One World Futbols are soccer balls donated by another partner non-profit organization named One World Futbol. Annually SAS receives approximately 200 soccer balls, as an in-kind donation, to donate to in-country non-profits, orphanages and villages.
  - 1<sup>st</sup> Photo Polaroid Cameras are part of a new program set up by ISE. A donor recently donated approximately \$5,000 to set up the program now

being called 1<sup>st</sup> Photo Project. This program provides Polaroid photos to children and families in-country that do not have access to photos. The initial donation was used to purchase 10 polaroid cameras and film for the year. The IMPACT budget will have to continue to purchase film annually.

#### *C. Marketing*

- All Marketing costs will be absorbed by the ISE Communications Budget.

#### *D. Personnel*

- All Personnel costs will be absorbed by the ISE Personnel Budget.

#### *E. Indirect Expenses*

- Fifteen percent of the total expense budget for the IMPACT Scholarship Program has been added to cover indirect expenses such as office supplies, extra IMPACT supplies that may be needed, and any other expenses not outlined above.

### **Evaluation Plan**

Monitoring and evaluation is widely used at ISE and SAS, as discussed in the *Program Rationale* section of this proposal. Currently, there is no formal evaluation method for the IMPACT Scholarship Program or the participants of this scholarship.

#### **Program**

The evaluation of the IMPACT Scholarship Program is very vital to SAS at this time as the scholarship is a new and emerging program. The overall program evaluation will be conducted by key administrative stakeholders and will incorporate the feedback received by the IMPACT Scholars. The key administrative stakeholders are as follows:

1. SAS Field Director (representative of the ISE Field Office, and overseer of the program)

2. Assistant Field Director (representative from the SAS Field Office)
3. Residential Director (representative from the Residential Life Team)
4. Professor (representative from the faculty)

Each administrative stakeholder listed above will be required to fill out an IMPACT Scholarship Program evaluation (see Appendix O). This evaluation will request feedback on the following topics:

- Individual IMPACT Scholar assessments;
- Peer evaluations of each stakeholder listed above;
- Educational value;
- Assessment of the IMPACT Scholars influenced the larger shipboard community;
- Assessment of IMPACT Programs offered during the voyage, and suggestions for improvements;
- Evaluation of shipboard community and their understanding of the following:
  - Purpose of SAS IMPACT Programs
  - Understanding of service-learning and how it is different from charity and volunteerism
  - How various participants conducted themselves while on IMPACT Programs
- Personal responsibilities;
  - Personal Successes
  - Personal Challenges
- Suggestions for how the IMPACT Scholarship Program can be improved for the future.
  - Program Successes
  - Program Challenges

Approximately two weeks after the end of the voyage the ISE Field Director will schedule a conference call with the SAS Assistant Field Director, Residential Director, and the Faculty member that were advisors the IMPACT Scholars. This conference call will give the group to collaboratively discuss the successes, challenges, and proposed improvements for the future.

### **Participant**

Participants will self-assess and evaluate their own growth and participation in the IMPACT Scholarship Program. Each scholar will be required to write a 2-5 page reflection (see Appendix P) including the following topics:

- Educational value: what they learned (academically, personally, and professionally);
- How they view service-learning now, whether their understanding of the topic changed at all due the award of this scholarship, and the responsibilities that they have just completed;
- Assessment of how the efforts of the IMPACT Scholars influenced the larger shipboard community;
- Assessment of IMPACT Programs offered during the voyage, and suggestions for improvements;
- Evaluation of shipboard community and their understanding of the following:
  - Purpose of SAS IMPACT Programs
  - Understanding of service-learning and how it is different from charity and volunteerism
  - How various participants conducted themselves while on IMPACT Programs
- Personal IMPACT Scholar responsibilities;
  - Personal Successes

- Personal Challenges
- Suggestions for how the IMPACT Scholarship Program can be improved in the future;
  - Program Successes
  - Program Challenges

IMPACT Scholars will also schedule a one-on-one meeting with all three of the advisors of the SSC (representative from the Field Office, representative from Residential Life, representative from the Faculty). During this meeting the participant will have the opportunity to verbally discuss all topics listed above, get verbal feedback on the assessment of the quality of tasks they accomplished and required responsibilities, and offer any other thoughts or personal feelings they have about their experience as an IMPACT Scholar.

### **Conclusions and Implications**

Service-learning has become a highly popular approach to increasing experiential learning, expanding study abroad, and supporting the trend in the internationalization of higher education. There are many challenges arising around the use of service-learning in international study abroad contexts, and SAS is not exempt from experiencing those challenges. There is no agreed upon definition of service-learning, which makes it difficult to distinguish service-learning from other forms of international education, volunteerism, or charity. The research conducted on the Spring 2016 SAS voyage around the world, showed just that, eight of participants surveyed cannot distinguish between service-learning and other forms of service work.

International service-learning by its very nature takes place in fragile communities and with people who need assistance or service, due mostly to poverty. As a result of this, it is the assumption of the organization providing service that these communities are disempowered to

provide the services they need themselves. This is a dangerous assumption as it fosters a sense of separation and elevates those providing the service above those receiving the assistance. The research showed that a significant population of SAS participants hold this assumption, flaunt expensive clothing and technologies in the face of poverty on IMPACT Programs, and have little regard for cultural respect.

There is limited research and assessment of how international service-learning programs impact local communities. Many of these programs lack insight into the ethical, economic, personal, and social negative effects service-learning has on the population they are meant to *serve*. SAS has started this inquiry, and it should continue to monitor and evaluate how their IMPACT Programs affect communities and locals in-country. It is suggested that ISE and SAS, with the assistance of their local tour operators, design an evaluation and translate it into the languages of the regions these programs function to gain valuable feedback from one of the key stakeholders of these programs.

Many students and administrators of SAS have highlighted that IMPACT service-learning programs gave them the opportunity to build relationships with people in other countries, understand culture, living conditions, and economic standing that they otherwise would not have had the opportunity to observe. Some of the negative feedback has included SAS participants observing other SAS participants using IMPACT programs inappropriately. These examples include unethical motivations for participating in IMPACT service-learning programs. Participants that visit orphanages to get a photo with a foreign child, take photos without the permission of the subject, visiting a local community dressed inappropriately, or showcasing expensive clothing and technologies in the face of poverty.

The feedback provided by SAS participants, coupled with the lack of an agreed upon definition for service-learning, the increased utilization of this experiential education in higher education, and the ethical inquiry of utilizing people in poverty or fragile situations as learning tools are factors for SAS and the IMPACT Scholarship Program to investigate and monitor in the future.

The proposed IMPACT Scholarship Program addresses the areas of improvement identified in the needs assessment and offers more financial aid to awardees. This improved program provides a space of inquiry for five students that have a passion for and experience with service. In the future ISE and SAS should consider expanding the scholarship program to provide the opportunity to more students. Through the experiential learning of these five recipients, a greater understanding and awareness of how service programs abroad impact participants and in-country hosts, both negatively and positively, will be achieved. As part of the responsibilities that go along with the award of this scholarship, the IMPACT scholars will not only gain a deeper understanding into international service-learning, but will also build valuable leadership, reflection facilitation, and public speaking skills.

This small group of selected students will facilitate their own learning exploring a variety of topics such as service-learning, poverty, human rights, environmental conservation, food and water security, and engage their fellow students in discussions about social challenges and possible solutions. It is the mission of the IMPACT Scholarship Program to inspire inquiry and learning about service-learning that will positively transform the entire shipboard community.

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### **Appendix A: IMPACT Scholarship Instructions and Application<sup>3</sup>**

Semester at Sea is committed to offering unique service opportunities while sailing on a voyage. As such, the IMPACT scholarship has been established to recognize students demonstrating a commitment to service in their community and home institution and a desire to continue this commitment during a voyage. This competitive scholarship will be awarded to a limited number of students.

Recipients will receive a scholarship up to \$4,000 plus funding toward 5 SAS IMPACT field programs (up to a \$1,000 value).

Students will work directly with the Field Office to select IMPACT field programs. Recipients will be required to work with the Communications office to create posts for the News from the Helm voyage blog. IMPACT Scholars will work with an onboard staff designee during the voyage.

All IMPACT Scholars will be expected to:

- Serve on the Service Steering Committee. As a member of this committee, each Scholar will spearhead one major responsibility/activity for the voyage (material allocation, Global Grins toothbrushes, One World Futbol, 1<sup>st</sup> Photo, blog posts, and reports), as well as help plan for, develop, and facilitate activities and programming related to IMPACT opportunities and service-learning
- Submit a brief report and photo for each IMPACT field program they participate in;
- Lead and Manage the Students of Service (SOS) Club open to all voyage participants. This club will organize events, workshops, informational sessions, panels, and reflection sessions.
  - Each IMPACT Scholar will also be responsible for managing a sub-committee of the SOS Club. Each sub-committee will have a specific area of focus, to be decided by the IMPACT Scholar. Topics can include but are not limited to: food security, environmental conservation, human rights, sustainable development, and social entrepreneurship;
- Participate in and lead preparation and reflection sessions for IMPACT field programs;
- Cultivate an attitude of appropriate expectation;
- Assist in designing an IMPACT Scholar sponsored program. IMPACT scholars will also have the responsibility to collaborate together designing a complete service-learning program throughout the voyage, to be implemented in the final port of call (with the assistance and guidance of the three advisors);
- Work with the Communications office to create at least two blog posts over the course of the voyage.

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Requirements:

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<sup>3</sup> Amended from Semester at Sea (SAS). (n.d). IMPACT Scholarship Instructions and Application.

- Completed Application
- Personal Statement
- Resume/cover letter
- 2 Letters of Recommendation
  - One from a teacher/professor
  - One from a mentor/leader of an organization in which you volunteer

Name: \_\_\_\_\_

**Section 1**

Academics

Home School: \_\_\_\_\_

Current Cumulative GPA: \_\_\_\_\_

Please list any academic awards or honors (attach additional page/s as necessary):

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**Section 2**

Work Experience

Please submit a resume and cover letter along with your application. Address what specifically in your resume applied to service learning and how you will utilize your experiences onboard the MV Explorer. Must include detail of service hours and opportunities in which you have participated.

**Section 3**

Personal Statement

For your personal statement respond to the following quote using the guidelines below:

**- "If you come here to help me, you're wasting your time. If you come because your liberation is bound up with mine, then let us work together."**

*-Lilla Watson, Australian Aborigine*

- Why service learning is important to you
  - Programs you have participated in and what you learned from those experiences
  - What you hope to gain by participating in Service Learning as a SAS student
  - What skills/contributions can you bring to a new culture to have an IMPACT?
  - Describe how a service experience has impacted or changed you.

**Section 4**

2(or more) Letters of Recommendation

- One from a teacher/professor
- One from a mentor/leader of an organization in which you volunteer with

**By signing below I hereby certify that all statements in this application and related materials are true. I authorize the Office of Financial Aid of the Institute for Shipboard Education to release my aid information to government agencies for reporting purposes.**

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Applications must arrive in the ISE office by the due date listed for your voyage on the Semester at Sea website.

Faxed applications will not be accepted.

Applications should be mailed to: PO Box 400885, Charlottesville, VA 22904

For Courier or Overnight Delivery: 2410 Old Ivy Road, Charlottesville, VA 22903

Applications may be e-mailed to [scholarships@isevoyages.org](mailto:scholarships@isevoyages.org).

Note: All application components should be condensed into *one* PDF file.

*Applications with more than one attachment will not be accepted.*

Phone: 800/854-0195 Email: [financialaid@isevoyages.org](mailto:financialaid@isevoyages.org) (questions only)

**Appendix B: Participant Evaluation of Field Program<sup>4</sup>**

Name of PROGRAM \_\_\_\_\_ Trip Code \_\_\_\_\_ Port \_\_\_\_\_

Voyage \_\_\_\_\_ Your Name \_\_\_\_\_ Student \_\_\_\_\_ LLL  
 \_\_\_\_\_ Staff/Faculty \_\_\_\_\_

Part I. Please rate this program on a scale of 1 to 5  
 (1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent).  
 Offer comments in this section or in Part II.

|                   | Rating | Comment                     |
|-------------------|--------|-----------------------------|
| Educational Value | _____  | _____                       |
| Guides            | _____  | <u>Name of Guide:</u> _____ |
| Accommodations    | _____  | <u>Name of Hotel:</u> _____ |
| Transportation    | _____  | _____                       |
| Meals             | _____  | _____                       |
| Overall Rating    | _____  | _____                       |

Part II.

1. Educational Value: What did you learn from participating in this practicum? What academic topics/themes are involved in this practicum? How can you relate this practicum to your onboard courses?

2. Enjoyment: How was the practicum received by you? What did you like most about this practicum?

3. Itinerary: Please provide comments or suggestions on the design of the itinerary. If the description in the printed Field Program does not match the actual itinerary, please note discrepancies.

4. Suggestions: Please provide any additional comments. What could we have done to make you better prepared for this trip? What do you think other students should know about this trip?

\_\_\_\_\_

<sup>4</sup> Semester at Sea (SAS). (n.d). Participant Evaluation of Field Program.

**Appendix C: Student Evaluation of Field Lab<sup>5</sup>**

Name of Course \_\_\_\_\_

Faculty Name \_\_\_\_\_

Course Code \_\_\_\_\_ Port \_\_\_\_\_ Voyage \_\_\_\_\_

Student \_\_\_ LLL \_\_\_

**Part I. RATINGS:**

Please rate the lab on a scale of 1 to 5 (1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent). Offer comments in this section or the following ones.

|                       | Rating | Comment                 |
|-----------------------|--------|-------------------------|
| Educational Value     | _____  | _____                   |
| Professor Involvement | _____  | _____                   |
| Lecturers             | _____  | Name of Lecturer: _____ |
| Guides                | _____  | Name of Guide: _____    |
| Transportation        | _____  | _____                   |
| Meals                 | _____  | _____                   |
| Overall Rating        | _____  | _____                   |

**Part II. EDUCATIONAL VALUE:**

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

B. Does it connect back to what you learned in class on the ship? If so, how?

**Part III. LAB STRUCTURE**

2. Activities: Please comment on the field lab activities.

3. Itinerary: Please provide comments or suggestions on the design of the itinerary.

**PART IV. SUGGESTIONS:** (What could we have done to make you better prepared for this lab? What do you think other students should know about this lab? How could the program have been improved?)

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

\_\_\_\_\_

<sup>5</sup> Semester at Sea (SAS). (n.d). Student Evaluation of Field Lab.



### Appendix D: Description and Faculty Evaluation of Field Lab<sup>6</sup>

Name of Course: \_\_\_\_\_  
 Lab Code \_\_\_\_\_ Port \_\_\_\_\_ Voyage \_\_\_\_\_  
 Faculty Name \_\_\_\_\_  
 Discipline \_\_\_\_\_

Principal Local Contact Person:

\_\_\_\_\_

Host Institution/Organization

\_\_\_\_\_

Address

\_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

1. Academic evaluation: Please describe your activities and evaluate the learning experience. Were you pleased with the outcome of your program?
2. Your Contact: Please comment on your local hosts. Were they the appropriate contact people for your purpose? May we ask any of your contacts to assist future faculty with Field Labs on upcoming voyages?
3. Itinerary: Please comment on the logistics of the day. Did our local agents provide the services you requested?
4. Recommendations: May we repeat any portions of this Field Lab? Should we modify it in any way? Can students do portions of this lab as an independent activity?

*Please return completed forms to the Field Office. Thank you.*

\_\_\_\_\_

<sup>6</sup> Semester at Sea (SAS). (n.d). Description and Faculty Evaluation of Field Lab.

**Appendix E: Service-Learning Survey (Needs Assessment)**

**Please check all that apply.**

|   |                          |                                    |                          |  |                          |                              |                          |       |
|---|--------------------------|------------------------------------|--------------------------|--|--------------------------|------------------------------|--------------------------|-------|
| You are sailing with SAS on which voyage? | <input type="checkbox"/> | Fall 2015                          | <input type="checkbox"/> | Spring 2016                              |                          |                              |                          |       |
| You are a...?                             | <input type="checkbox"/> | Student                            | <input type="checkbox"/> | LLL                                      | <input type="checkbox"/> | Faculty                      | <input type="checkbox"/> | Staff |
| What is your age?                         | <input type="checkbox"/> | 18 - 25                            | <input type="checkbox"/> | 26 – 40                                  | <input type="checkbox"/> | 41 +                         |                          |       |
| What is your gender                       | <input type="checkbox"/> | Female                             | <input type="checkbox"/> | Male                                     | <input type="checkbox"/> | I don't identify with either |                          |       |
| Are you a...?                             | <input type="checkbox"/> | Part of the Impact Scholar Program | <input type="checkbox"/> | A participant of an Impact Field Program |                          |                              |                          |       |

**Please answer the following questions to the best of your ability, your opinion is important. If you require more space please request more paper from the researcher.**

1. By your definition, what is the purpose of IMPACT programs on the voyage?

2. By your definition, what is service-learning and how is it different from community service, charity, and volunteerism?

3. Please briefly describe an IMPACT program you have participated in and why you chose this program.

4. Please briefly describe how that experience impacted you personally and what you learned from it.

5. In the IMPACT program you described above, please identify whom the “learners” were.  People from SAS  People on location

6. In the IMPACT program you described above, please identify who was receiving the “service.”  People from SAS  People on location

**Please check all that apply.**

**Please check all that apply.**

7. The “service” provided could be recognizable as:

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Exchange of learning<br>(Conversation about difference in culture, language, way of life, etc.) | <input type="checkbox"/> Physical objects<br>(Food, toys, sewing machines, building supplies, etc.) | <input type="checkbox"/> Simple presence of visitors | <input type="checkbox"/> Action/Time of visitors doing something<br>(Playing with children, teaching, handing out food, etc.) |
|--|---|--|---|

8. In your opinion was the “service” provided:

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> Empowering<br>(Were those that received the ‘service’ empowered by what was provided?) | <input type="checkbox"/> Capacity Building<br>(Did the ‘services’ offered teach new skills or provide new tools?) | <input type="checkbox"/> Equal<br>(Were the ‘services’ provided distributed equally among the community?) | <input type="checkbox"/> Sustainable<br>(Can the ‘services’ provided sustain in an ongoing way?) |
|---|---|---|--|

9. If you think the service offered was empowering, built capacity, was distributed equally or was sustainable please describe why you labeled it as such and how and to what degree.

10. Please briefly describe how you think that IMPACT Program you participated in impacted the people on location and what they learned from it.

11. Please briefly describe how you think IMPACT Programs can be improved for the future.

12. Please briefly describe if you think service-learning programs can have a negative effect, on either the “learner(s)” or the person(s) receiving “service,” and how.

## Appendix F: Consent Form

### Understanding Service-Learning through Semester at Sea

#### *Non-clinical, Minimum Risk Study*

You are invited to participate in a research study that is being conducted by Lindsay Parise who is a graduate student at the SIT Graduate Institute, Brattleboro, Vermont, and the Assistant Field Director for the Spring 2016 Semester at Sea voyage. The purpose of this research is to gather information regarding the understanding Semester at Sea (SAS) participants have around service-learning and SAS's IMPACT field programs, and the impact participation in these programs has had on them, in an attempt to design a service-learning program as her final thesis project.

Approximately 20 participants between the ages of 18 - 75 years old (10 from the Fall '15 SAS voyage and 10 from the Spring '16 voyage) will participate in the study, and each individual's participation will last approximately 10 minutes. The study procedures include completion of a survey that collects no personal identifying information.

If you agree to take part in the study, your answers to the survey will be kept anonymous unless you choose to provide your contact information to learn the results of this study. Please read the list of the questions to be asked for the survey (provided by the researcher) before deciding to participate further. You are free to ask questions at any time.

Compensation will not be offered. If you are interested in the results found from this research, please inform the researcher and the results will be provided to you.

There are little to no risks to participation in this study. Participation in this study is voluntary and will not put your current status as a student, faculty member, staff, or life-long learner with SAS in jeopardy in any way. You may choose not to participate, and you may withdraw at any time during the study procedures. In addition, you may choose not to answer any questions with which you are not comfortable.

If you have any questions about the study procedures, you may contact Lindsay Parise at [lindsay.parise@mail.sit.edu](mailto:lindsay.parise@mail.sit.edu). If you have any questions about your rights as a research subject, you may contact the Internal Review Board at SIT Graduate Institute at (802) 258-3559. You will be given a copy of this consent form for your records upon request.

Thank you for your time, please sign below if you agree to participate in this research study:

**Subject** \_\_\_\_\_ **Date** \_\_\_\_\_

**Researcher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Appendix G: Current IMPACT Scholarship Program vs. Proposed IMPACT Scholarship Program**

| Current Program Components   | Proposed Program Components  |
|--|--|
| <ul style="list-style-type: none"> <li>• Award of \$3,500 off of tuition and \$500 towards IMPACT Programs</li> <li>• Serve on the Service Steering Committee. As a member of this committee, each scholar will spearhead one major responsibility/activity for the voyage (material allocation, Global Grins toothbrushes, One World Futbol, etc.);</li> <li>• Submit a brief report and photo for each IMPACT field program they participate in;</li> <li>• Participate in and lead preparation and reflection sessions for IMPACT field programs;</li> <li>• Cultivate an attitude of appropriate expectation;</li> <li>• Work with the Communications office to create at least two blog posts over the course of the voyage.</li> </ul> | <ul style="list-style-type: none"> <li>• Award of \$4,000 off of tuition and \$1,000 towards IMPACT Programs</li> <li>• Students of Service Club (SOS): As representatives of the Service Steering Committee (also known as IMPACT Scholars) will be in charge of organizing/leading these meetings. SOS is a club open to all students on the voyage. This club discusses and plans different service activities on the ship, such as clothing drives, or hair donations.</li> <li>• Material Allocation/Distribution: IMPACT scholars will be responsible for assisting the field office staff in organizing material donation supplies. Each IMPACT program receives various materials as donations from SAS. These materials, such as coloring books, crayons, notebooks, pens, yarn, toothbrushes, glue etc get organized into individual packages so that they are easily distributable to the various non-profit partners in-country.</li> <li>• Design Service Workshops: IMPACT scholars will be responsible for brainstorming ideas, identifying workshop speakers/leaders, and scheduling workshops on the voyage calendar as “Official Students of Service Club Events.”</li> <li>• IMPACT Scholar sponsored program: IMPACT scholars will also have the responsibility to collaborate together designing a complete service-learning program throughout the voyage, to be implemented in the final port of call (with the assistance and guidance of the three advisors).</li> <li>• Reflection Sessions: IMPACT scholars will plan post-port reflection</li> </ul> |

|  |   |
|--|---|
|  | <p>sessions, identify facilitator(s), questions, promote attendance with flyers, announcement etc. These reflection sessions can be about what ever topic the IMPACT Scholar chooses, or what the attendees of these reflections want to talk about after their time in port. Topics can include but are not limited to: gender roles, cultural norms, language, food, personal experiences, human rights, poverty, water access, environmental concerns, education systems etc.</p> <ul style="list-style-type: none"> <li>• Blog Posts: Scholars will collaborate as a team and work with the Communications Team to write two blog posts highlighting experiences they have had on service-learning programs and what they have learned from being part of the Service Steering Committee.</li> <li>• Reports: Each scholar will have the responsibility to write a brief one-page reflection report of their experience on an IMPACT program, including a photo, after each IMPACT experience (5 per scholar).</li> <li>• The Service Steering Committee will explore service-learning theory with the scholars through articles and discussions.</li> <li>• Each IMPACT scholar will be responsible for heading up a sub-committee open to all participants of the voyage. This sub-committee will have a specific focus that the scholar wishes to learn more about, or share experiences about to foster learning around the decided topic. Topics include but are not limited to: food security, environmental conservation, human rights, sustainable development, and social entrepreneurship.</li> </ul> |
|--|---|

**Appendix H: Timeline for Delivery**

| <b>Date</b>          | <b>Task</b>  |
|----------------------|--|
| April 22             | Deadline for Fall Voyager IMPACT Scholar Applications  |
| April 23 – May 5     | Scholarship committee will meet to review all applications and award the IMPACT Scholarship to those most qualified to the requirements.   |
| May 6                | Award notification and an email sent to all IMPACT scholars that includes congratulations letter, welcome pack, expectations and responsibilities.   |
| May 7 – Aug. 15      | Awardees will need to contact the ISE Field Office by email to request to be registered in their desired IMPACT programs for their voyage.   |
| June - August        | Assistant Field Director will communicate to all local partners in-country and will update the IMPACT Program database with: <ul style="list-style-type: none"> <li>• New descriptions about programs</li> <li>• List of supplies needed for that organization</li> </ul> Preparatory emails for participants on description of activities, dress code, what to bring, and how to respect local culture            |
| June 15              | Preliminary conference call between Assistant Field Director, Field Director, Dean of Students, Dean of Academics, Faculty, and Residential Director conducted to lay foundation for goals and expectations of the IMPACT Service Steering Committee.  |
| July 21              | Assistant Field Director will shop for all donations requested by local partners.  |
| August 3             | Assistant Field Director, Faculty, and Residential Director will have initial conference call with all IMPACT Scholars to conduct introductions, review responsibilities, expectations, goals and objectives, and answer questions.  |
| August 15            | Assistant Field Director will pack all donation supplies to be shipped to the World Odyssey docking location.  |
| Sept. 1              | Final financial breakdown of donations costs and expenditures report due.  |
| September - December | Assistant Field Director will communicate to all local partners in-country and will update the IMPACT Program database with: <ul style="list-style-type: none"> <li>• New descriptions about programs</li> <li>• List of supplies needed for that organization</li> <li>• Preparatory emails for participants on description of activities, dress code, what to bring, and how to respect local culture</li> </ul> |
| September 28         | Deadline for Spring Voyager IMPACT Scholar Applications  |
| Sept. 29 - Oct. 6    | Scholarship committee will meet to review all applications and award the IMPACT Scholarship to those most qualified to the requirements.   |
| October 7            | Award notification and an email sent to all IMPACT scholars that includes congratulations letter, welcome pack, expectations and responsibilities.   |
| Oct.8 - Dec. 18      | Awardees will need to contact the ISE Field Office by email to request to be registered in their desired IMPACT programs for their voyage.   |
| Oct. 29              | Preliminary conference call between Assistant Field Director, Field Director, Dean of Students, Dean of Academics, Faculty, and Residential Director conducted to lay foundation for goals and expectations of the IMPACT Service Steering Committee.  |



|         |   |
|---------|---|
| Nov. 15 | Assistant Field Director will shop for all donations requested by local partners.   |
| Dec. 3  | Assistant Field Director, Faculty, and Residential Director will have initial conference call with all IMPACT Scholars to conduct introductions, review responsibilities, expectations, goals and objectives, and answer questions. |
| Dec. 11 | Assistant Field Director will pack all donation supplies to be shipped to the World Odyssey docking location.   |
| Dec. 18 | Final financial breakdown of donations costs and expenditures report due.   |

Appendix I: Spring 2016 Voyage Calendar<sup>7</sup>

| Sunday                                    | Monday  | Tuesday   | Wednesday  | Thursday                                   | Friday   | Saturday                                |
|---|---|---|--|--|--|---|
| January 03                                | 04  | <b>Embark 05<br/>Depart<br/>Ensenada<br/>1700</b> | 06<br><i>Orientation</i>                             | 07   | 08   | 09                                      |
| 10  | 11  | <b>Arrive/OST<br/>Honolulu<br/>0800/2000</b>      | 13   | 14   | 15   | 16                                      |
| 17  | 18  | 19<br><i>No Class</i>                             | 20   | 21   | 22   | 23                                      |
| 24<br><b>Arrive<br/>Yokohama<br/>0800</b> | 25<br><b>OST<br/>Yokohama<br/>1800</b>            | 26<br><i>In-Transit</i>                           | 27<br><b>Arrive<br/>Kobe<br/>0800</b>                | 28<br><b>OST<br/>Kobe<br/>1800</b>         | 29   | 30                                      |
| 31<br><b>Arrive<br/>Shanghai<br/>0800</b> | February 01<br><b>OST<br/>Shanghai<br/>1800</b>   | 02<br><i>In-Transit</i>                           | 03<br><i>In-Transit</i>                              | 04<br><b>Arrive<br/>Hong Kong<br/>0800</b> | 05<br><b>OST<br/>Hong Kong<br/>1800</b>        | 06                                      |
| 07  | 08<br><b>Arrive<br/>Ho Chi Minh<br/>City 1300</b> | 09  | 10   | 11   | 12<br><b>OST<br/>Ho Chi Minh<br/>City 2200</b> | 13                                      |
| 14  | 15<br><i>No Class</i>                             | 16  | 17   | 18<br><b>Arrive<br/>Rangoon<br/>1300</b>   | 19   | 20                                      |
| 21  | 22<br><b>OST<br/>Rangoon<br/>2200</b>             | 23  | 24   | 25   | 26   | 27<br><b>Arrive<br/>Kochin<br/>0800</b> |
| 28  | 29  | March 01  | 02   | 03<br><b>OST<br/>Kochin<br/>1700</b>       | 04   | 05                                      |
| 06  | 07  | 08  | 09<br><b>Arrive/OST<br/>Port Louis<br/>0800/1800</b> | 10   | 11   | 12                                      |
| 13  | 14  | 15<br><b>Arrive<br/>Cape Town<br/>0800</b>        | 16   | 17   | 18   | 19                                      |
| 20<br><b>OST<br/>Cape Town<br/>1800</b>   | 21  | 22  | 23   | 24   | 25   | 26                                      |

<sup>7</sup> Semester at Sea (SAS). (n.d). Spring 2016 Voyage Calendar.

|   |  |                                       |                       |   |                 |   |
|---|--|---------------------------------------|-----------------------|---|-----------------|---|
| 27<br><b>Arrive<br/>Takoradi<br/>0800</b> | 28<br><b>OST<br/>Takoradi<br/>1800</b>   | 29<br><b>Arrive<br/>Tema<br/>0800</b> | 30                    | 31<br><b>OST<br/>Tema<br/>1800</b>          | <i>April</i> 01 | 02  |
| 03  | 04                                       | 05                                    | 06<br><i>No Class</i> | 07<br><b>Arrive<br/>Casablanca<br/>0800</b> | 08              | 09  |
| 10  | 11<br><b>OST<br/>Casablanca<br/>1800</b> | 12                                    | 13                    | 14  | 15              | 16<br><b>Disembark<br/>Southampton<br/>0800</b> |

**Appendix J: IMPACT Scholarship Contract<sup>8</sup>**

Congratulations on receiving the *Semester at Sea Impact Scholarship*. You will hold an esteemed position within the shipboard community as you will have a special relationship with the faculty and staff onboard. With this award comes increased presence and responsibilities. As a result, you are expected to hold yourself to the highest standards when it comes to your personal demeanor.

I, \_\_\_\_\_ accept the Impact Scholarship (\$4,000 tuition deduction) and agree to represent Semester at Sea and my scholarship donor, both on the ship and in port, in a dignified and responsible manner. I understand that this commitment begins on January 5, 2016 and will last until the conclusion of the voyage, on April 16, 2016. I agree to:

1. To work with the field office to coordinate a minimum of 5 impact/service opportunities. A credit balance of \$1,000 will be placed on your shipboard account for this purpose. The cost of each trip will be credited to the student account.
2. Serve on the Service Steering Committee comprised of the IMPACT Scholars, a voyage Residential Director, the Assistant Field Director and Field Lab Specialist from the Field Office, and a faculty member. As a member of this committee, I will spearhead one major responsibility/activity for the voyage, as well as help plan for, develop, and facilitate activities and programming related to IMPACT opportunities and service learning.
3. To submit a participation report within 5 days of participation in an IMPACT field program. If the report is not received, I understand that my account will be charged for the trip.
4. To work with the onboard Communications Team to produce a minimum of two articles and/or blog posts for News from the Helm (an electronic newsletter distributed to all alumni).
5. To assume a leadership role in the Students of Service (SOS) onboard club. This includes encouraging students to take part in IMPACT opportunities, reflect on their experiences, and shepherd strong IMPACT/service programs throughout the voyage.
6. To work closely with the Resident Director leading the service-learning efforts onboard to develop and lead reflection sessions for each IMPACT program in which I partake, as well as participate in any other programming, events, or planning measures necessary for the IMPACT, Students of Service club, or Service Steering Committee.
7. To assist with the design and implementation of an IMPACT Scholar sponsored program: IMPACT scholars will also have the responsibility to collaborate together designing a complete service-learning program throughout the voyage, to be implemented in the final port of call (with the assistance and guidance of the three advisors).
8. To form and lead a sub-committee open to all participants of the voyage. This sub-committee will have a specific focus that the scholar wishes to learn more about, or share

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<sup>8</sup> Amended from Semester at Sea (SAS). (n.d). IMPACT Scholarship Contract.

experiences about to foster learning around the decided topic. Topics include but are not limited to: food security, environmental conservation, human rights, sustainable development, and social entrepreneurship.

9. To abide by all policies and procedures listed in the voyager's handbook for the duration of the voyage. I understand that this scholarship may be rescinded, with or without forfeiture of the remaining pro-rated financial aid award, as a result of disciplinary infractions during the voyage.
10. To remain fully engaged in the academic program for the duration of the voyage.

I understand that should I have any conflicts or issues during the voyage regarding these expectations I will address them with the Dean of Students. I also understand that should I not fulfill my responsibilities, my scholarship will be rescinded and I will be responsible for repayment of these scholarship funds to the Institute for Shipboard Education.

Signed \_\_\_\_\_

Date \_\_\_\_\_

*Please Return to ISE by November 13, 2015.*

## Appendix K: Assistant Field Director and Field Lab Specialist Position Job Description<sup>9</sup>

**Job Title:** Assistant Field Director and Field Lab Specialist

**Position Type:** Staff Position

### General Responsibilities:

#### *ISE Office in Charlottesville:*

Become familiar with the Spring 2016 Semester at Sea faculty and course catalogue including co-requisite field labs. A field lab is the full-day, in-port experiential component of each course taught on a voyage. There will be approximately 90 field labs spread across the countries on the itinerary. Assist with final stages of planning Spring 2016 labs, including contact with faculty and local partners. Become familiar with the Spring 2016 Semester at Sea Field Program. The Spring 2016 Field Program will offer approximately 300 field trips in Hawaii, Japan, China, Viet Nam, Singapore, Myanmar, India, Mauritius, South Africa and Ghana. (Ports are subject to change.) Assist with developing and executing pre-departure training in experiential education to prepare faculty—many of whom have little to no experience in experiential education—to successfully lead field labs. Contribute to ongoing assessment initiatives in Academic Affairs and Field. Take primary responsibility for processing Spring 2015 Field Lab Evaluation forms, drawing on theory in experiential education and international education best practices to analyze student evaluations and make suggestions for improvements to future programs. Assist the ISE Charlottesville Academic Affairs and International Field Programs departments in the final preparation and development of the Spring 2016 field labs and field programs for Semester at Sea voyagers. Provide voyage preparation support by:

- Preparing and updating internal materials for use on the ship;
- Updating materials for IMPACT Opportunity field programs, which is Semester at Sea's service-learning program;
- Responding to phone calls and email;
- Monitoring questions via the voyage Facebook page;
- Making entries into Colleague database to gain working familiarity with system used both in Charlottesville office and on ship. Other administrative duties as assigned.

#### *Aboard Ship as part of the Field Office team:*

The Field Director and two Assistant Directors play a significant role in conveying Semester at Sea's travel philosophy and attitudes. This philosophy focuses on themes such as the following: how to learn the most from travel experiences; differences between immersion and comparative experiences; how to sight-think rather than just sight-see; the importance of flexibility; how to avoid being an "ugly American"; and how to approach travel experiences from a multi-cultural

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<sup>9</sup> Semester at Sea (SAS). (n.d). Assistant Field Director and Field Lab Specialist Job Description.

perspective. Support mission of Field Office by providing information to all participants about field program content, policies and procedures.

- Act as liaison to the faculty and assist them in the coordination of their field labs.
- Provide on-going orientation and support in experiential education best practices.
- Act as experiential education “coach” to faculty as they conduct labs from the ship.
- Work closely with Semester at Sea’s on-ship field office and local partners in confirming and executing field operations, focusing on field labs.
- Partner with voyage’s academic administrators, the Academic Dean and Registrar, to support experiential mission of field labs and enforce policies around lab attendance. Manage field lab evaluation forms.
- Review lab evaluations on ship to provide personalized, actionable feedback to each faculty member.
- Act as member of IMPACT steering committee, to support service-learning scholars in shipboard programming and in-country service programs.
- Assist in conducting pre-port briefings for the shipboard community prior to arrival in each port.
- Assist with trip departures in each port-of-call.
- Serve as trip liaison for one or more trips during the voyage.
- Attend at least one lab and provide detailed assessment.
- Assist in the development of new international field program contacts.

**Minimum Qualifications:**

- Qualifications Working on a Master’s degree related to international education, with coursework or prior professional experience in experiential education preferred.
- Experience working with faculty.
- Excellent organizational, communication and computer skills while working in a fast-paced office environment.
- A 'whatever it takes' attitude for handling unexpected tasks and situations as they arise on a day-to-day basis.
- Sensitivity to and awareness of cultural differences.
- Two or more years professional work experience related to international education or travel.
- Prior study abroad or overseas experience required.

## Appendix L: Residential Director Position Job Description<sup>10</sup>

**Job Title:** Resident Director

**Position Type:** Staff Position

### General Responsibilities:

Resident Directors (RDs) work with the Student Life team to ensure student success and to manage student crises. The goals for the student life team include:

- Promote programs and services that encourage the achievement of student learning and development outcomes
- Identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement
- Continuously improve programs and services in response to the changing needs of students and other constituents, and evolving institutional priorities

### Specifically, the position:

- Is responsible for the general welfare of all students, and in particular, those students assigned to the RD's residential area ("sea")
- Encourages students to maximize their intellectual growth and personal development
- Is expected to positively influence, contribute to, and improve the quality of life of students through programming, community development activities, consistent enforcement of shipboard policies and procedures, and by forming appropriate relationships with each student in the RD's sea
- Serves on a rotating "first responder" on-call circuit for situations that need attention
- Manages a student worker assigned as a "community program assistant"
- Reports to the Dean of Student Life and is a member of the Student Life team
- Prior to departure, participates in regularly scheduled conference calls

### Minimum Qualifications:

- 5+ years of experience working with undergraduate students in residence life in a college or university
- Master's degree in higher education and student affairs administration, or a related field
- An understanding of how to promote student learning and academic success
- The ability to create an environment where students feel free to ask questions and obtain assistance
- Flexibility and a mindset of getting things done essential

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<sup>10</sup> Semester at Sea (SAS). (n.d). Residential Director Job Description.



- Excellent interpersonal and communication skills, and the capacity to relate effectively with Program constituents
- Must be detail-oriented, with the ability to balance multiple priorities in a complex and dynamic environment
- Ability to exercise good judgment on a range of issues
- Ability to handle emergencies

## Appendix M: Faculty Position Job Description<sup>11</sup>

**Job Title:** Professor

**Position Type:** Faculty Position

### General Responsibilities:

In accordance with Semester at Sea Core Curriculum, prepare and teach mutually agreed-upon courses, with at least one course numbered as upper (junior-senior) level. Generally, faculty members teach three courses on a fall or spring voyage for a stipend of \$9,000 plus a travel allowance. The Academic Dean for each voyage hires the faculty based on the applicant's ability and experience teaching courses similar to the Semester at Sea standard course offering. For a list of our standard course offerings, please visit the website here:

<http://www.semesteratsea.org/discover-sas/academics/courses-field-labs/>

### Minimum Qualifications:

- An earned doctorate or highest appropriate terminal degree.
- A minimum of three years recent full time undergraduate teaching experience.
- A demonstrated record of teaching ability and ability to work with undergraduate students in a close student/faculty relationship.
- A significant level of international expertise/experience in one of the major geographical areas of focus.
- A record of scholarly accomplishment in one discipline or equivalent professional experience.
- The faculty member and any accompanying family members **MUST** have valid passports and visas, or participation in this program will not be possible.

### For full consideration, please include the following as part of your cover letter:

In bold typeface at the top of your cover letter, please identify the course(s) you are proposing to teach.

### ADDITIONAL INFORMATION:

All candidates that meet the minimum qualifications are reviewed by the Academic Dean of a particular voyage. If interested in further discussion, the dean will be in contact with individual applicants. Please do not contact the dean directly. Instead, direct inquiries regarding the status of faculty hiring for each voyage to the department of Academic Affairs.

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<sup>11</sup> Semester at Sea (SAS). (n.d). Faculty Position Job Description.

**Appendix N: Green Sheet<sup>12</sup>****RANGOON (YANGON), BURMA (MYANMAR)– SPRING 2016**

ARRIVAL: THURSDAY 18 FEBRUARY 1300

**ON-SHIP TIME: MONDAY 22 FEBRUARY 2200 (one way gangway 1900)**

DEPARTURE: MONDAY 23 FEBRUARY 1300

**PORT:** *Myanmar Integrated Port Limited (MIPL) in Thilawa*

**Students on field labs please note:** You are required to report to your classroom at the Meeting Time listed above. Participation in a field lab means arriving at your classroom on time, well rested, appropriately dressed, and being academically engaged throughout the lab.

**Field Lab On Ship Time (FLOST)** is midnight the night before your Field Lab and dock time will be assigned accordingly. Participation in a field lab constitutes 20% of your grade.

**Front seats of tour buses are reserved for the Trip/Bus Liaisons and Tour Guides**  
**Only passengers who are participating in an overnight field program, staying off-ship or**  
**exchanging money should carry their passports.**  
**All voyagers must return passports & departure cards to the Purser's Desk by 2200 on**  
**February 22nd**

**IMPORTANT PHONE NUMBERS for Emergency and Urgent Situations** (*Myanmar-based numbers*)

**DUTY RD (First Responder) via Reception Desk: +95.9.252.141.964**

**DUTY DEAN (Urgent/Crisis Situations): +95.9.252.035.076**

**MEDICAL TEAM (Health/Medical Situations): +95.9.252.035.078**

**(Urgent/Crisis Situations): SHIP RECEPTION Int'l Phone: +95.9.252.141.964 Local Cell Phone:**  
**252.141.964 Local Land Line: 09.252.141.964**

Other Important Numbers of Interest:

Executive Dean: +95.9.252.035.074

Medex (collect): +1.410.453.6330

ISE-Charlottesville: +1.434.243.4301

|   |  |  |   |
|---|--|--|---|
| <b>Tour Agent</b><br>Destination Asia Myanmar<br>Room 1, 2 <sup>nd</sup> Floor,<br>Pearl Condo Building A<br>Kaba Aye Pagoda Road<br>Yangon 11201, Myanmar<br>Tel : +95.1.556.641<br>Tel: +95.1.559.574 | <b>Port Agent</b><br>MYANMAR PORT AUTHORITY<br>35/87 Lower Kye Myin Daing<br>Street<br>Saw Yan Paing Ward<br>Ahlone Township<br>YANGON, BURMA<br>Tel: +95.1.230.1186 | <b>US Embassy</b><br>110 University Ave<br>Kamayut Township<br>Rangoon, Burma.<br>Tel: +95.1.536.509<br>Fax: +95.1.650.480<br>Email: consularrangoon@state.gov<br>Hours: M-F 0800-1630 | <b>Emergency Numbers</b><br>Ambulance & Emergency Medical<br>Services: 192<br>Fire: 191<br>Police: 199<br>MedEx: 00-1-410-453-6330<br>(can be called collect) |
| <b>Hospital &amp; Dental Care</b><br>Asia Royal Hospital  | <b>Hospital (2)</b><br>Pinlon Hospital   | <b>Country code (Myanmar): 95</b> ( <i>Note that many international phone services will not work to dial out in Myanmar</i> )  |   |

<sup>12</sup> Semester at Sea (SAS). (n.d). Green Sheet.

|   |  |   |   |
|---|--|---|---|
| 14 Baho Street<br>Aung Chan Thar<br>Sanchaung Township<br>Yangon, Myanmar<br>Tel: +95.1.538.055 | N° 9/1 Saya San Road<br>27th Quarter<br>Northern Township<br>Yangon, Myanmar<br>Tel: +95.1.581.329 | <b>From local <u>cell phone</u> in Yangon:</b><br><br><b>From local <u>land line</u> in Yangon:</b><br><br><b>From local phone outside of Yangon:</b> | <b>Drop +95 and dial 0 followed by rest of #</b><br><br><b>Drop the +95.1 and dial the rest of #</b><br><br><b>Dial 0 instead of +95, followed by the rest of #</b> |
|---|--|---|---|

**GANGWAY AND PORT INFORMATION:** The gangway will be located on Deck 2 or 5 Portside, depending on tide. The port is about 1-1½ hours from the city center (see below). Field programs/labs will depart from buses that leave from the ship.

**PORT SHUTTLES:** SAS will provide two shuttles in Burma: 1) The **Inner Port Shuttle** will run between the ship and the port gate, 24 hours/day. All passengers leaving/returning to the ship independently will need to use this shuttle to get between the ship and port gate, as walking between the ship and port gate is **not permitted**. 2) The **City Shuttle** will pick-up at the ship and run to Yangon City Hall, with a travel time of 1-1 ½ hours, depending on traffic (*see time table to right*). *Please note: On the last day in port (Feb 28<sup>th</sup>), there will be multiple shuttles departing City Hall at 2000. However, shuttles will run on a first-come-first-serve basis and all voyagers are required to be back on the ship by On-Ship Time, regardless of if those shuttles are full. The shuttle's timing and availability will **NOT** be accepted as an excuse for missing On-Ship Time.*

| Feb 24 <sup>th</sup> |             | Feb 25 <sup>th</sup> – 27 <sup>th</sup>  |             | Feb 28 <sup>th</sup> |             |
|----------------------|-------------|--|-------------|----------------------|-------------|
| Depart Ship          | Depart City | Depart Ship  | Depart City | Depart Ship          | Depart City |
| 9:30 (4)             | 15:00 (2)   | 8:00 (1)   | 12:00 (1)   | 8:00 (2)             | 11:00 (2)   |
| 10:00 (4)            | 15:30 (2)   | 9:00 (1)   | 14:00 (1)   | 9:00 (2)             | 12:00 (2)   |
| 13:00 (2)            | 16:00 (2)   | 10:00 (1)  | 17:00 (1)   | 10:00 (2)            | 16:00 (2)   |
| 13:30 (2)            | 17:00 (2)   | 14:00 (1)  | 19:00 (1)   | 13:00 (2)            | 19:00 (2)   |
| 14:00 (2)            | 19:00 (2)   | 17:00 (1)  | 21:00 (2)   | 14:00 (2)            | 20:00 (4)   |
| 15:00 (2)            | 20:00 (2)   | 19:00 (1)  | 22:00 (2)   |                      |             |
| 17:00 (2)            | 21:00 (2)   | 21:00 (1)  | 23:00 (1)   |                      |             |
| 18:00 (2)            | 22:00 (2)   |  |             |                      |             |
| 19:00 (2)            | 23:00 (2)   | <b>The number in parenthesis indicates the number of shuttles leaving at the given time.</b> |             |                      |             |
| 20:00 (2)            | 24:00 (2)   |  |             |                      |             |
| 21:00 (2)            |             |  |             |                      |             |
| 22:00 (2)            |             |  |             |                      |             |

**CULTURAL NORMS:** Myanmar is a conservative Buddhist country. When visiting temples, monasteries or religious/sacred sites, one should dress conservatively: shoulders should be covered and shorts should cover the knees. You will also be expected to remove shoes and socks when entering such sites and in homes. Elders are very highly respected, as are monks and religious sites. It is therefore expected that any visitor to the country carry themselves in a respectful manner, especially when in public. Raising one's voice in public or acting inappropriately is seen as disrespectful.

**SAFETY & SECURITY:** Visitors' reports of crime and theft are low. Do not talk about religion, politics, protests, student rights, or anything to do with the government with a local as it can get both you and the person you are speaking with in trouble. Let the locals introduce subjects of conversation and proceed to talk with discretion. Be aware that if you're interested in seeing Aung San Suu Kyi's house in Yangon, or are dropping by a National League for Democracy office, you not only risk trouble (possible deportation) but you implicate your taxi driver too. **Should you happen to see any form of protests involving students or others in Burma, do not engage in or photograph them. This will put yourself as well as others in your group (e.g., students, faculty/staff, tour guides, etc.) at risk. Please also note, any publication of such materials even once our ship has sailed may have similar implications for our tour operator staff safety.**

**HEALTH CONCERNS:** Follow recommendations to avoid tap water and traveler's diarrhea.

**HOSPITALITY DESK:** Located at the Field Office Desk on Feb. 24<sup>th</sup> (0800-1600) and Feb. 25<sup>th</sup> (0730-1130).

**CLIMATE:** The weather forecast for our port stay is generally good – but HOT and sunny! High 97F (36C); low 67F (19C); no rain predicted.

**LANGUAGE:** Burmese is the official language of Myanmar.

**CURRENCY:** The official currency of Myanmar is the Kyat. The exchange rate is MMK 1030 = USD \$1.00. Banknotes in denominations of K1000, K500, K200, K100, K50, K20, K10, K5, K1 are presently in circulation. US Dollars are readily accepted in Myanmar and crisp new ones are preferred. US Dollars can be changed at Yangon airport, banks (which give the best exchange rates) and some hotels (which charge more but can be handy in a pinch). **Credit cards:** International credit cards are accepted only in large hotels. **ATMs:** ATMs are only available in banks in larger cities (Yangon, Bagan, Mandalay).

**TIPPING:** 10-15% is customary at local restaurants. \$1/person for hotel/hospitality services. No need to tip taxi drivers.

**TRANSPORATION: Taxis:** Taxis will be available at the entrance of the pier. **Airport:** The airport is about an hour away from the pier, by taxi.

**POSTAL SERVICES:** There will be no postal services available at the Purser's Desk.

**Appendix O: Administrator Evaluation of IMPACT Scholarship Program**

Part I. RATINGS:

Please rate the lab on a scale of 1 to 5 (1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent). Offer comments in this section or the following ones.

Part II. INDIVIDUAL IMPACT SCHOLAR ASSESSMENT OF PERFORMANCE

|   |  |  |  |
|---|--|--|--|
| IMPACT SCHOLAR #1<br>Name:  |  | Primary Responsibility:<br><i>(material allocation, blog posts etc.)</i> |  |
| Please rate this student on the following:  |  |  |  |
| Completion of general IMPACT Scholar responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____ |  |  |  |
| 1. Please expand on the quantitative entries placed above.  |  |  |  |
| 2. Please list areas that this student can improve on.  |  |  |  |
| 3. Please list areas that this student excelled in.   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| IMPACT SCHOLAR #2<br>Name:  |  | Primary Responsibility:<br><i>(material allocation, blog posts etc.)</i> |  |
| Please rate this student on the following:  |  |  |  |
| Completion of general IMPACT Scholar responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____ |  |  |  |
| 1. Please expand on the quantitative entries placed above.  |  |  |  |
| 2. Please list areas that this student can improve on.  |  |  |  |
| 3. Please list areas that this student excelled in.   |  |  |  |

|                            |  |  |  |
|----------------------------|--|--|--|
| IMPACT SCHOLAR #3<br>Name: |  | Primary Responsibility:<br><i>(material allocation, blog posts etc.)</i> |  |
|----------------------------|--|--|--|

|   |  |
|---|--|
| Please rate this student on the following:  |  |
| Completion of general IMPACT Scholar responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____ |  |
| 1. Please expand on the quantitative entries placed above.  |  |
| 2. Please list areas that this student can improve on.  |  |
| 3. Please list areas that this student excelled in.   |  |

|   |  |  |  |
|---|--|--|--|
| IMPACT SCHOLAR #4<br>Name:  |  | Primary Responsibility:<br><i>(material allocation, blog posts etc.)</i> |  |
| Please rate this student on the following:  |  |  |  |
| Completion of general IMPACT Scholar responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____ |  |  |  |
| 1. Please expand on the quantitative entries placed above.  |  |  |  |
| 2. Please list areas that this student can improve on.  |  |  |  |
| 3. Please list areas that this student excelled in.   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| IMPACT SCHOLAR #5<br>Name:  |  | Primary Responsibility:<br><i>(material allocation, blog posts etc.)</i> |  |
| Please rate this student on the following:  |  |  |  |
| Completion of general IMPACT Scholar responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____ |  |  |  |
| 1. Please expand on the quantitative entries placed above.  |  |  |  |
| 2. Please list areas that this student can improve on.  |  |  |  |

3. Please list areas that this student excelled in.

Part III. PEER ADVISOR ASSESSMENT OF PERFORMANCE

|  |  |
|--|--|
| IMPACTADVISOR #1<br>Name:  |  |
| Please rate this fellow advisor on the following:  |  |
| Completion of general IMPACT Advisor responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____<br>Being available as a mentor to the IMPACT Scholars: _____ |  |
| 1. Please expand on the quantitative entries placed above.   |  |
| 2. Please list areas that this fellow advisor can improve on.  |  |
| 3. Please list areas that this fellow advisor excelled in.   |  |

|  |  |
|--|--|
| IMPACTADVISOR #2<br>Name:  |  |
| Please rate this fellow advisor on the following:  |  |
| Completion of general IMPACT Advisor responsibilities: _____<br>Completion of primary responsibilities: _____<br>Teamwork and collaboration: _____<br>Participation on IMPACT Programs: _____<br>Contributions to the larger shipboard community: _____<br>Being available as a mentor to the IMPACT Scholars: _____ |  |
| 1. Please expand on the quantitative entries placed above.   |  |
| 2. Please list areas that this fellow advisor can improve on.  |  |
| 3. Please list areas that this fellow advisor excelled in.   |  |

Part IV. EDUCATIONAL VALUE OF THE IMPACT SCHOLARSHIP PROGRAM

1. What did you learn from participating in this program?



2. What do you think the IMPACT Scholars learned from participating in this program?
3. What do you think the greater shipboard community learned from participating in this program?
4. What academic topics/themes were covered?

#### Part V. EVALUATION OF THE IMPACT ON THE SHIPBOARD COMMUNITY

1. Do you believe, that due to the IMPACT Scholars and the work they did, the greater shipboard community now has an understanding of the purpose of SAS IMPACT Programs?
2. Do you believe, that due to the IMPACT Scholars and the work they did, the greater shipboard community now has a better understanding of service-learning and how it is different from charity, community service, and volunteerism?
3. Do you believe that due to the IMPACT Scholars and the work they did, that field program participants learned how to appropriately conduct themselves while on IMPACT Programs?

#### Part VI. EVALUATION OF IMPACT PROGRAMS

1. Please offer an assessment of the IMPACT Programs during the voyage. What aspects, specific programs, pre-departure information was provided, reflection sessions, etc. were successful, and what aspects need improvement?

#### Part VII. EVALUATION OF THE IMPACT SCHOLARSHIP PROGRAM

1. In your opinion what are the successes of this program?
2. What are the challenges of this program and how can it be improved?

Part VIII. EVALUATION PERSONAL PERFORMANCE

1. What were your contributions and successes as an IMPACT Scholar Advisor?
2. What were your professional challenges?

### **Appendix P: Participant Evaluation of IMPACT Scholarship Program**

Please write a 2-5 page reflection paper covering the following topics. This reflection will be used to help ISE and SAS to improve the IMPACT Scholarship Program.

1. Educational value: what they learned (academically, personally, and professionally).
2. How they view service-learning now, did their understanding of the topic change at all due the award of this scholarship and the responsibilities that they have just completed.
3. Assessment of how the efforts of the IMPACT Scholars influenced the larger shipboard community
4. Assessment of IMPACT Programs offered during the voyage, and suggestions for improvements
5. Evaluation of shipboard community and their understanding of the following:
  - a. Purpose of SAS IMPACT Programs
  - b. Understanding of service-learning and how it is different from charity and volunteerism
  - c. How various participants conducted themselves while on IMPACT Programs
6. Personal IMPACT Scholar responsibilities
  - a. Personal Successes
  - b. Personal Challenges
7. Suggestions for how the IMPACT Scholarship Program can be improved for the future.
  - a. Program Successes
  - b. Program Challenges