“Connecting the Spring Term Abroad Experience to the Fall Term, and Beyond”
Why are we talking about this?

- The extremely high quality of our Spring Term Abroad courses—a need, perhaps, to make as much of these great learning experiences as we can.
- The question: what happens to our students AFTER the STA experience?
- What SHOULD happen . . . if anything?

There is already a lot going on, as these presentations will show.
The Contexts of these Issues

- Should there be more connection of Spring Term (Abroad) to Fall Term? What are the opportunities here? What are the possibilities?
- Behind this, a larger question: what is the relationship between the Spring Term experience and the longer terms?
- (See our Fall Academy session on “Winter Term preparation for the STA experience” – this is an extension of that same question.)
Erich Uffelman on his Art in the Netherlands course

- A 3-credit winter course, followed by 4-credit spring course – several students after course have done summer internship at Institute in Netherlands; summer research with Professor Uffelman and with Pat Hobbs and Ron Fuchs in Reeves Center and other museums; students go to grad school in art history, museum studies, collaboration with colleague at Art Institute of Chicago; brought speakers to campus, students attend.

- A question: Can we ask students to do more without pay, credit, research, etc.? ~ The concern: our students are so stretched and occupied that they tend to lose focus.
Bill Connelly on his Washington Term Program

- 25th year of Washington Term!
- Fall selection, begin internship search; winter orientation program; 6-week spring term, summer internships – virtually a year-long program already.
- Many stay for summer, search for additional internships. Prior students are valuable resource for the next year’s group, or for upper-level courses the next year on Congress, Presidency, Media, etc.
- Alums of program/W&L have been featured speakers at W&L public events, spoken to students, have worked in White House, Congress, think tanks, party organizations, media outlets, and other offices
- Also W&L’s Mock Convention: student chairs are sometimes alums of Wash Term
- Senior theses sometimes follow; Model U.N., a program with Rockbridge County High School; speakers from DC who do well with Washington Term are then brought to campus for lectures or stints as executives-in-residence
- Useful for ongoing faculty research
“Drawing Italy” has been a program since 1999

Students must create an art-work series that will be completed and then exhibited during Parents’ Weekend in the ensuing fall term, which includes a reception: students show off work, audience (including parents) sees what was produced

Exhibition also recruits others for the program—keeps program running strong

A few students begin a project in winter term, elaborate it in spring term, ongoing work in summer and fall into honor’s thesis

Carry-over into studio art classes for students in the succeeding year (s)

Reunion dinners at professor’s house and other get-togethers, especially for sophomores who have 2 full years left at W&L; a bonding unique at W&L—affects social structures at campus in positive ways
Suzanne Keen on the new International Education categories

- The new certificate of international immersion, a transcript notation for graduating seniors who have an intensive int’l experience: internships, full-term abroad or year abroad in fall or winter of jr/sr year
- Especially apt for students who start early with an abroad experience, such as an STA experience
- Seniors will present int’l experience portfolios
- STA directors can play a role in helping students develop immersion plans
Marc Conner on his Spring Term in Ireland Program


- Year-long honor’s theses in 2001, 2003 with students from ST Ireland, part of what led to our current capstone courses
- Individual honor’s theses with students (2011)
- Capstone seminars (2008)
- RE Lee research group in summer of 2010
- Semester-long independent study projects with students, most recently in 2010-11
- Took 2010 group to view a new play by Irish playwright Marina Carr at UVA in fall of 2010
- Film viewings in years following trip
Where to go from here?

• What other ideas, models, possibilities are there for wrapping the STA experience into the fall and winter terms to follow?
• What are the benefits of this? What might be the drawbacks?
• Do formal programs work best? Or informal gatherings?
• Other thoughts?