

Seattle Pacific University

Study Abroad: How to Design a Faculty-Led Program



Study Abroad Policy Guide
for Faculty Directors

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Global Education Mission Statement

Because God loves the whole world, we seek to engage its complexity and interdependence through mutually transforming academic study, global interaction, and thoughtful service.

*The earth is the LORD's, and everything in it,
the world, and all who live in it.
Psalms 24:1 (NIV)*

Introduction

Have you ever dreamed of, say, studying evolution in the Galapagos Islands? How about cooking in Italy, Shakespeare in England, or global economy in Beijing? If so, a study abroad program could provide your students with an exciting, memorable, and extraordinary opportunity to bring education to life!

Before the details in the accompanying Handbook, let's start with a brief overview -- the big picture -- so that you can get a rough idea of the many things that are going to have to happen in order to end up in Spain, for example, reading *Don Quixote* in the original tongue:

Discuss. At least a year before your venture, you will need to discuss your course proposal with your colleagues, chair, and, SPU's Faculty-led Coordinator (FLC) in the study abroad office. Will your study abroad program enhance your department's offerings? Will your department be able to cover your other course work in your absence? Will your program duplicate or step on the toes of similar programs, offered elsewhere in the university?

Budget. Since each study abroad program is expected to be self-sustaining, you will need to work with care and in detail, with the FLC and with an in-country provider, in order to get an accurate fix on the potential costs of the program -- airfare, room and board, excursions, guides, and more.

Proposal. A formal proposal, including a preliminary budget, to be reviewed and approved by the FLC, your department chair and dean, will be due into SA no later than **September 1** of the year preceding your trip.

Recruitment. Although SPU Study Abroad will do much to advertise your program, recruitment for the program will rest largely on your shoulders. Keep in mind that you'll need about 8-15 students in order for your program to be self-sufficient and financially sustainable. You'll be responsible, then, for talking up the program among the students in your department and throughout the university, soliciting applications, interviewing students, and approving the program's final roster.

Orientation. Again, with the help of study abroad staff, you will need to visit with your students several times -- if not once a week in a more formal pre-session during the preceding quarter -- in order to prepare them for travel abroad. You'll be discussing a broad range of topics -- cultural habits, money, phones, passports, medical issues, textbooks, preliminary reading, and much, much more.

Study Abroad. Finally, you're off! Do keep in mind, however, that a study abroad program is most emphatically NOT a vacation. It's neither for the faint of heart nor for those who prefer their customary privacies. While study abroad trips can be and almost always are an exciting opportunity to bond with students and really engage the culture, be forewarned that you'll be juggling the roles of professor, parent, mentor, friend, cop, administrator, therapist, budget manager, and more. Although such occurrences are exceedingly rare, there's a 50/50 chance that at least once a year, somewhere, somehow, a student on a study abroad program will either have their wallet and/or passport stolen, will be completely missing from the face of the earth when class begins on Monday morning, will require hospitalization for severe illness, will announce that they've decided to quit their meds, or you'll need to send a very, very unhappy student home for violating SPU's code of conduct. Rest assured that these will not be daily occurrences -- most trips are trouble free, relatively. But be assured as well, that your cell phone will always need to be on, because you'll be on call 24/7.

Bills. During the course of your study abroad trip, you and/or your assistant will need to keep careful track of your expenses, down to the penny. You'll need to keep, date, and record all of your receipts.

Debriefing. Upon your return to SPU, you'll want to meet with your students in order to debrief, and you'll need to submit a complete and accurate budget report, meticulously backed up with receipts, to SA.

Details, details, details. Okay! That's the big picture! Now for the details...

The Roles of SPU Study Abroad and Faculty Director

THE ROLE OF SPU STUDY ABROAD

SPU Study Abroad (SA) is responsible for organizing and managing all study abroad activities at SPU. Faculty members wishing to design a program are encouraged to contact the director as early in the design process as possible. SA will provide faculty with the following types of assistance:

- **Program design and development:** Assist with program proposal and budget. Supply all necessary resources for establishment of the program;
- **Proposal review:** Work with faculty to facilitate a review process of new and ongoing programs and provide an opportunity for the dean, department/program chair, curriculum committee, finance office and Risk Management to review the proposal, ask questions, and discuss concerns prior to determining whether to approve the program. Final review and approval is made by the faculty member's academic dean.
- **Program administration:** All SPU faculty-led programs are administered by SA, which will:
 - a. Maintain program-specific pages on the study abroad website
 - b. Assist with publicity and promotion of the program
 - c. Facilitate the application process, maintain online student applications, and notify students of acceptance or denial
 - d. Provide logistical support and payment to vendors
 - e. Manage online student records
 - f. Assist with monetary issues including faculty credit cards, travel advances, and per diems
 - g. Assist with pre-departure orientation sessions and reentry support to faculty and students
 - h. Prepare and distribute a faculty trip notebook with copies of student documents, travel information, and receipt log
 - i. Work with the Travel Advisory Committee to facilitate emergency and crisis management plans

THE ROLE OF THE FACULTY DIRECTOR

Faculty leading a study abroad program must be willing to do the following:

- Submit an online program proposal and work with the FLC to identify an in-country host organization or program provider.
- Work with a provider/host organization to design academic aspects of the program, site visits, tours, and lectures. A draft proposal from the provider will be necessary to create a preliminary budget.
- Present program proposal for approval by department/program chair and dean by **September 1**.
- Recruit students; lead info sessions, post flyers, and work with colleagues to promote the program.
- Develop working knowledge of study abroad risk and crisis management plan.
- Develop working knowledge of SPU's sexual harassment and student lifestyles policies.
- Serve as instructor, guide, academic advisor, and responsible counselor to students while abroad.
- Maintain budget and receipt log for all financial transactions while abroad, submit a final budget report and receipts within two weeks of the end of the program.
- Take appropriate action when a participant violates code of conduct/lifestyle expectations.
- When risks arise, initiate a risk management plan as appropriate while providing leadership, making decisions, clarifying risks to students, and providing options and choices as appropriate.
- Work with the school/college budget manager for salary contract, if any.
- Ensure appropriate documentation of academic issues, student illness or injury, code of conduct violations, and steps taken in response to any and all emergencies or risks.
- Promptly alert the FLC of any concerns while abroad via phone or email.
- Assign and post academic grades, assess learning outcomes, and participate in program evaluation.

Study Abroad Planning Timeline

16-18 months prior to departure
• Advance planning is essential. Proposals can be submitted at any time prior to September 1 deadline. • Consider the purpose of your proposal and determine program feasibility with intended destination. • Meet with your Chair and the FLC to discuss development of your program. • Plan itinerary and work with the FLC to identify a program provider to prepare your logistical proposal and a tentative budget.
12-16 months prior to departure
• Submit a proposal. You should be cleared by your chair and dean to propose a program. • Study abroad programs do not need to Curriculum Committee approval; however, if you are planning a new course, you will need to go through the regular channels for approval. • Apply for CUE or WE attributes. These are desired by students and will help with enrollment. • Program must be fully approved before recruitment begins and applications open. • The FLC will notify faculty director, SAS, SFS and risk management of program approval.
6-12 months prior to departure
• Faculty work with SA to develop an online brochure for the intended program. • Faculty promote program to students via email, classroom visits, and department colleagues. • Students submit online applications by set application dates and faculty director selects students. SA will notify students of acceptance or denial, collects deposits and travel documents. • SA notifies OSL, DSS, Counseling Center, and Health Services for screening and notifies students of health plans or special accommodations. • FLC works with registration office to enroll students in the course(s). • FLC makes deposits and trip payments after enrollment numbers are confirmed. • Faculty work with provider/in-country host and SA to make logistical arrangements. Plan and secure program activities (i.e. tours, guides, activity reservations.)
2-6 months prior to departure
• Faculty and SA will conduct pre-departure orientation meetings with participants. • SA will prepare student handbooks as needed and will assist faculty with student orientations as requested.
4-6 weeks prior to departure
• Faculty will work with their area budget manager for salary contract, if applicable. • SA will ensure that all students complete and submit pre-departure paperwork: insurance, liability forms, passport information, emergency contact and health information. • Faculty work with SA to finalize travel details: airline tickets, final itinerary, money distribution.
1-2 weeks prior to departure
• SA will identify emergency information that may be needed in-country (i.e., U.S. embassy, hospital). • SA distributes to faculty a trip notebook with necessary documents and emergency information, distributes roster to SPU Safety and Security.
After Program Completion
• Faculty submit receipts and expense log to SA within two weeks of program completion. • Faculty submit faculty program evaluation to SA and department dean/chair. • SA will send students an evaluation within one week of return and distribute summary to faculty director, chair, and dean.

Questions for Proposed Study Abroad Programs

If you are planning a study abroad program, use the following questions as a guideline to help you answer some of the essential questions posed by those who will be involved in the approval process.

Academics

- What are the learning outcomes for the program?
- How does teaching the course off campus enhance these outcomes?
- How is the instruction and learning environment enhanced by offering the program off campus?
- What facilities will be needed for delivering the course content?
- Are there special needs for classroom space and equipment?
- Will the program take place at a university or another facility?
- Will additional support staff and faculty be needed?
- Will you be using local faculty or residents to teach any courses?
- What types of visits, excursions, and cultural activities will be included in the curricular portion of the program?
- When will free time be scheduled?

Logistics

- Have you worked with the FLC to identify a third-party provider, host university, NGO, or tour operator?
- Will airfare be included in the cost of your program or will students make their own arrangements?
- Will the program take place in one destination, or will you travel to multiple destinations?
- Will you need rail, metro, or bus passes? Will you need a bus for the duration of your program?
- What are the housing options for faculty and students? Will you use apartments, hotels, homestays, dorms, hostels, or a combination?
- How many students will share a room? Will students have private or shared bathrooms?
- Will students need to bring anything extra (linens, towels, toiletries, etc.)?
- Will meals be provided to students and how will they pay for those meals? If not, are there eating establishments nearby? Are they reasonably priced? Will students have access to cooking facilities? Will they be given a meal allowance?
- Will faculty need a per diem?
- If using homestays, will the host family provide meals? Will students be allowed to prepare meals?

Computer Access

- Do you want students to bring laptops? Is Wi-Fi available or will there be access to ports?
- Are there printers for use? Will students be charged for them?
- If there is no computer lab or access, will there be an Internet café or library nearby?

Visa Requirements

- Are visas required for students or faculty?
- If students are not US citizens, will they be able to obtain a visa for the country you are visiting?

Additional Fees

- Are there any additional fees to be paid such as tips to drivers and guides or gifts for locals?
- Will students be able to purchase books or materials at the program site or will they need to purchase them before they leave? What is the average cost of these supplies?
- Will you have an international cell phone or purchase a phone or SIM card in-country?

Academics: Creating the Course Content

Pre- and Post-travel Meetings

To ensure that students stay safe, healthy and happy while abroad, pre-departure orientation is a critical component of a successful program. A complete orientation guide can be found on page 17. Some programs have held credit-bearing orientation courses prior to departure. Previous faculty directors or SA can help you determine which orientation activities will benefit the students.

Plan a post-travel de-briefing session or a series of meetings upon return to campus to assist students in assimilating what they have learned into their ongoing academic experience on campus.

Using the Location

In planning your program's subject matter, it is important to consider how the location of your program can best complement the course content. What relevant academic, professional, and cultural site visits might be planned? What contacts do you or your colleagues have that might be of assistance?

When you have determined your academic and cultural concentration for the program, begin to think about the course syllabus design: readings, discussions, guest speakers, site visits, journal assignments, lectures, projects or service learning components. How can you coordinate the timing of coursework to complement site visits?

Language Considerations

Language is another important consideration. If students are not familiar with the language of the host country, an introduction to the language and basic survival phrases prior to departure is necessary if students are to feel comfortable interacting with the culture on the most basic level. Faculty should encourage students to take language classes prior to departure, if at all possible.

Do you plan to teach one or more classes in a foreign language? If so, how will you ensure that all students will have instruction according to their level of competency? Will you teach different courses during the day to smaller groups of students? In addition to reviewing academic transcripts, you may wish to conduct a foreign language proficiency evaluation as part of the interview process.

Credits and Program Length

Program length and courses offered can vary significantly, and may include:

	Quarter Programs	Summer Programs	Global Seminars
Term	Autumn, Winter, Spring	Summer	Pre-Autumn or Winter
Length	8-10 weeks	3-4 weeks	2-4 weeks
Credits	12-18 credits	6-10 credits	3-8 credits

Faculty-led programs should include approximately the same number of contact hours per credits as courses taught on campus. The challenge is how to count hours in a program in which students are moving from site to site or in which out-of-the-classroom activities are a significant part of the learning process.

In order to complete lectures, readings, and assignments before engaging in the travel portion of the program, it may be advantageous to be based in one location for at least part of the time you are abroad. Another option is to accomplish these tasks in meetings on campus prior to departure. This arrangement allows students to gain the appropriate background for what they will experience later.

If a schedule with more travel is important to the learning outcomes, determine how, when, and where you will lecture "on the road." This may mean arranging suitable space for lectures without distractions. SA can assist you by

suggesting locations arranged through third-party providers or universities. All programs should allow time for students to listen to lectures, hold discussions, read, and study without distractions.

The duration of SPU faculty-led programs can vary from two weeks to one quarter. Keep in mind that SPU is committed to offering programs that are eligible for financial aid. Programs offered during a regular quarter must be at least twelve credits or at least six during the summer. Global Seminars typically offer three to five credits.

Selecting the Time and Dates

In deciding the dates of a program, faculty should consider the regular SPU academic calendar, graduation dates, deadlines for submitting grades, flight availability, holidays in the overseas destinations, climate, and tourist season. If you plan to develop a summer program, keep in mind that financial aid is limited, which may impact enrollment.

Itinerary

The itinerary of your program should complement your academic plan and vice versa. In developing the itinerary be realistic with respect to the amount of time it will take the group to travel, dine together or separately, check in and out of accommodations, wake up, obtain tickets or gain entrance to museums or other venues, and so on.

Also consider your energy level and the anticipated energy level of your students. You will be on-call 24/7 and, in addition to teaching, you will be handling logistics from morning to night. **Don't over-schedule the program!** Recognize that "free" weekends or days will not only be attractive to students but will also be an opportunity for you to rest and revitalize.

Including a Component on Culture

Successful programs incorporate opportunities for intercultural learning in order to capitalize on the international location. Ideally, students will begin developing skills for functioning effectively in another culture and an appreciation for cultural differences during pre-departure meetings and orientations. These skills will give the students more confidence and better prepare them to work and study in an international or multicultural setting. As the program proceeds, students will begin to develop a more sophisticated world view that allows them to approach communication, conflict, and interpersonal relations from a cultural perspective. Language acquisition is another valuable benefit of studying abroad, though it requires more time in-country and more energy on the part of the student.

It is important that you ensure your students aren't isolated from normal daily life in your surroundings. Creating significant intercultural opportunities can be a challenge and occurs with advance planning. Possible approaches include homestays with local families, meals or activities with locals, using public transportation, grocery shopping, or attending church services, sports events, or local celebrations and holidays. Service learning is an excellent way to engage students in the local community commuting to these sites using public transportation will be a learning experience as well. Use guided activity sheets that encourage students to participate, observe and comment on cross-cultural learning

Assessing Study Abroad Learning Outcomes

Faculty directors are required to build into their program the assessment of their students' growth with respect to the Undergraduate Degree Program Learning Outcomes as stated in the Undergraduate Catalog, reflective of the unique opportunities to be found in the location of travel. Graduate level programs must be reflective of the learning objectives found in the individual graduate program. All learning objectives and assessment of outcomes are subject to review.

In designing your course, be sure to require students to complete assignments that can be graded. Methods for evaluation of performance might include research or reflection papers, essays, reports, projects, or journals. Will work be completed ahead of time? Will you allow time each day to complete such assignments? Will you review assignments periodically or collect all work at the end of the program? Will students be allowed to turn in assignments after returning to campus? Lack of computer/printing facilities may require a final draft upon return to the United States.

Creating a Faculty-led Program Budget

Developing a program budget is an important first step in planning a faculty-led program. Think of the program budget as the driving force behind program planning. Faculty-led programs must be self-sustaining, so a well-crafted budget is necessary to ensure that there is sufficient income to run a program safely and as advertised. Establishing a reasonable per-student fee will assist with recruitment and marketing. Once a budget has been developed, faculty directors need to feel confident in advertising specific costs and program activities.

All costs associated with faculty-led programs are generated by student program fees, and hence are ultimately borne by students. We want to keep costs down to make these programs as affordable and accessible as possible to students. Less expensive choices are often more culturally appropriate as well. Keep this in mind! Getting a head start on your price research helps. While this can require a bit more effort on your part, it will mean a lot to your students, many of whom will have to take out loans to make these programs possible. Things to consider:

Instructional Expenses

- **Salary:** Is this course part of the SPU faculty member's normal course load and therefore not an extra expense? Alternatively, should the SPU faculty member receive overload salary for teaching the course? Faculty salaries will vary according to the time of year a program is offered (e.g., quarter-long, Global Seminars, summer programs). Your chair and dean will approve of all salary expenses.
- **Faculty assistant or additional faculty:** Will this program be co-taught? Are there special circumstances that require additional staffing?
- **On-site staff:** Will the program hire any non-SPU staff (guest lecturer, tour guides, bus drivers, a local language teacher, or interpreter)?
- **On-site facilities:** Will the program require classroom or office space?
- **Internet access:** Will the program require that the faculty or students have internet access?
- **Library access:** Will the program require that the faculty or students have library access?
- **Course materials:** Books, photocopying, postage cost or extra baggage costs to transport materials

SPU Faculty Expenses

- **Travel expenses:** What travel expenses will the SPU faculty member incur during the course of the program (airfare, ground transportation in Seattle and abroad, accommodations, internet access, and so on)? Allowable faculty expenses will begin and end on the program dates.
- **Per Diem:** A per diem of \$30 per day has been set by the Finance Department for SPU employees. This is to supplement expenses.
- **Excursions:** Will the program require faculty to participate in group meals, activities or excursions (museum entrance fees, theater tickets, tours, etc.)?
- **Communication and phones:** You MUST have a working international cell phone for the duration of your program. You can obtain this by renting one abroad or purchasing a phone abroad. If you will be in remote areas or areas with little or unreliable service, you might consider a satellite phone to ensure reliable contact. Purchased phones will become the property of SA. Make sure you budget adequately for this.
- **Medical insurance:** Mandatory insurance for medical care, evacuation, and repatriation will be provided by SPU
- **Trip Cancellation Insurance:** May be added at the discretion of SPU Risk Management, depending on the destination and/or nature of the program

Direct Student Fees

- **Tuition:** For Global Seminars, tuition is part of a student's regular course load. For other programs, a discounted tuition fee is added to the program fee
- **Transportation:** Airfare, bus, rail, metro, ferry, etc.
- **Lodging:** Apartments, hotels, hostels, host families, or student housing
- **Meals:** Per diem, if any, and group meals

- **Group activities and excursions:** Museum entrance fees, theater tickets, tours, etc.
- **Medical insurance:** Mandatory insurance for medical care, evacuation, and repatriation will be provided by SPU
- **Trip Cancellation Insurance:** May be added at the discretion of SPU Risk Management, depending on the destination and/or nature of the program

Administrative Expenses

- Photocopying, internet, long distance phone charges
- Bank wires, foreign draft charges, publicity, and marketing expenses
- Study abroad administrative fee: \$300 per student is added to support SA
- Gifts, gratuities for hosts and guides

Contingency Fee

A contingency fee is a required line item that is kept in reserve to pay for withdrawal fees, currency fluctuation, and emergencies. Unused contingency fees are retained by SA to fund its services.

What's Not Included in the Program Fee?

It is extremely important that the faculty director and SA make clear to students any costs not covered by tuition or the program fee. Costs typically not included in the program fee are:

- Personal internet access and personal cell phones
- Passports and visa fees
- Immunizations and medications
- Host family gifts
- Some meals, depending on the program
- Spending money

Determining the Minimum and Maximum Number of Participants

It is crucial that the academic department, faculty director, and FLC collaborate to determine the minimum and maximum number of participants necessary for a successful program. Enrollment targets must take into account the unique considerations and variable expenses of that particular program. Faculty-led programs must be completely self-supporting. This means that tuition, administrative fees, student and faculty travel costs, and other program fees comprise the total program cost and are completely paid for by the students. In order for a program to be financially viable, faculty directors must budget for and obtain a minimum number of students, typically 10-14 students per program. Drafting several budgets based on various numbers of students will help determine the optimal number of participants.

Keep in mind the distinctions between fixed and variable costs when creating the budget for the program

- **Fixed costs** are those that will be incurred no matter how many students – faculty expenses, guest speakers, bus transportation, and classroom space.
- **Variable costs** are those that will vary based on the number of students – airline tickets, theater tickets, hotel rooms, etc.

SPU's institutional guidelines will also affect the budget

- All SPU faculty-led programs must partner with an **approved** third-party study abroad organization, NGO, host university, or tour operator. Requirements may include, but are not limited to, on-site support staff, logistical support, emergency evacuation plans, and liability insurance. The FLC can assist you with recommendations for a host organization.
- While leadership needs may vary between program types, primary leadership will be one SPU Faculty and the on-site support of the host organization. There may be circumstances in which additional staffing is necessary for interpreters, support for activities (e.g. diving, hiking), traveling programs or increased

enrollment. Local staff will be used whenever possible. The FLC and your dean will review requests for additional staffing.

Please remember these fiscal policies:

- No SPU funds may be spent on alcohol under any circumstance
- Gifts and donations are not allowable expenses unless pre-approved by the Finance Office
- Avoid purchasing goods that have a life after study abroad, such as cell phones, cameras, and other equipment used for the benefit of the group. These will become property of SA
- If you will be issued an SPU purchasing card to use on the program, you must know and abide by SPU's financial policies and attend an orientation session as required by the Finance Office.

Participant Policy and Its Impact on the Budget

All SPU faculty-led study abroad programs are credit-bearing. It is the academic department's role to approve what courses will be offered, whether courses will be offered for variable credit, and in how many courses each participant must enroll. It is SPU's policy that all participants of SPU study abroad programs must be enrolled in the approved courses. SPU reserves the right to cancel a program if the enrollment is not sufficient to meet expenses or if the per-student cost is too high.

Billing the Students

SA and Student Financial Services will work collaboratively to collect student fees. Students will be billed on the normal tuition cycle in which the study abroad program falls. There may be circumstances in which a student has a past due account and will not be permitted to participate. SA will keep faculty apprised when such a situation arises.

Cancellation and Refund Policy

Student withdrawal: A \$50 application fee and a \$300 confirmation payment (administrative fee) are non-refundable. SA must be notified in writing of any withdrawal or cancellation of an application. Students who withdraw their participation 90 days or less in advance of the program start date will forfeit their initial payments (\$50 application fee and \$300 deposit), will be charged an additional \$400 cancellation fee, and will be charged for any unrecoverable funds expended on their behalf (e.g. airline and/or other travel tickets, deposits, entrance fees, theater tickets, visa fees, etc.). Student cancellations due to hardship will be reviewed on a case-by-case basis.

Dismissal: Students who are dismissed from study abroad programs because of unacceptable personal behavior and/or academic performance are responsible for all program costs and fees and will not receive academic credit for the program.

Participation Policy for Faculty-led Programs

It is not uncommon for questions to arise as to whether non-SPU students are allowed to accompany a faculty-led program. These persons could be students from other universities, friends, family members, alumnae, professionals in a related field, community members, or area high school students. The intent of the participation policy is to protect the overall quality and success of faculty-led programming at SPU while at the same time mitigating risk to the University.

Faculty directors may not take non-SPU students on any faculty-led program *except as provided below*. SPU's non-profit status could be jeopardized if non-students (i.e., participants not enrolled at SPU) participate in faculty-led programs. The Internal Revenue Service can interpret such participation as SPU performing travel agent-like services for non-students and may assess taxes to SPU. Violating the participation policy will transfer liability to any SPU faculty or staff member who dishonors the policy.

As a result, friends and family of faculty and students are not permitted to participate in study abroad programs. Although parents frequently ask to accompany their son or daughter awhile abroad, we do our best to encourage them to visit before or after the program. Guests may not attend SPU sponsored events, meals, or join the group on university-arranged transportation.

All student participants must complete a study abroad application, meet the admission requirements and be accepted to the program, pay applicable fees, be enrolled in offered course (deviations from approved courses must have prior approval), have completed and filed all required documentation, and be enrolled in medical insurance through SPU.

Non-SPU student participants are permitted to attend SPU programs if they apply to SPU as a non-matriculated student and meet all other requirements as stated above.

Program Assistants

While leadership needs may vary between program types, primary leadership will be one SPU faculty and the on-site support of the host organization. There may be circumstances in which additional staffing is necessary for interpreters, support for activities (e.g. diving, hiking), traveling programs or increased enrollment. Please note that requests for additional staffing will be reviewed by your area dean, SA and Vice Provost.

Generally, program assistants do not receive pay. A stipend will be paid to a program assistant *only* in the event the individual acts in a teaching or educational capacity and the number of teaching hours are documented in a contract. The travel costs for the assistant will be approved by the FLC and factored in to the program budget.

Local staff will be used whenever possible, and if additional staffing is necessary, preference will be given to qualified SPU employees to serve in the role of a program assistant. Other professionals, graduate students or SPU alumnae may be considered. Current undergraduates are not permitted to be assistants. The program assistant will sign a written document outlining their official program-related duties and will have on file in SA the required documentation such as health form, liability release form, passport copy, health insurance, and appropriate employment contract. Prior to departure, assistants will meet with the FLC to review procedures for emergencies, protocol for student discipline, and budgetary policies.

Spouses and children of faculty directors

Spouses of faculty directors may not serve as program assistants on short-term programs, but may serve on quarter-long programs. Spouses will not receive compensation, but travel expenses will be factored in to the budget. Spouses and children on all other program types may accompany faculty and must comply with the guest policies of the program provider. Accompanying family members are responsible for all travel expenses, including additional costs for lodging and no expenses will be charged to SPU. Children of faculty directors must be accompanied by a full-time caregiver.

Faculty Director Job Description

The job of a study abroad faculty director is diverse, intensive, challenging, and highly rewarding. It is not for everyone, but most leaders cite the job as one that provides unique opportunities to teach outside the classroom, to interact with and understand students on a new level, and to grow personally and professionally. This document is intended to provide prospective study abroad faculty with a sense of what the job entails. If you have more questions about the faculty director job, or SPU Study Abroad Programs, please email studyabroad@spu.edu.

Proposing a Program: Develop a study abroad program proposal. Discuss your program idea with your department/program chair and dean. Consider the feasibility of your program idea, including student interest, in-country contacts, departmental support, potential overlap with existing programs and academic content.

- Consult with the Faculty-led Coordinator (FLC) to discuss your program idea and work on your study abroad proposal/renewal, program budget and timeline.
- The FLC and faculty will collaborate to identify the most suitable vendors and get price quotes for the services you will require.
- The FLC will prepare a preliminary program budget. The program budget is a planning tool to help outline the costs associated with program activities and will ultimately help specify the program fee and the number of students needed for the program to be sustainable.
- Design the program curriculum
- Submit your online proposal/renewal by **September 1** for programs occurring the following academic year

Recruitment: Faculty directors should actively recruit applicants for their program using posters, flyers, info sessions, classroom visits, former participants, student organizations, and through colleagues and departments. Faculty will supply SA with program-specific information to create a brochure for the study abroad website. Students will use this website to get program details and to apply online. SA will generally promote all programs at fairs, events, and during study abroad advising sessions.

Application: Review your program applications using the study abroad online application system. (Training will be provided by SA.) Faculty Directors should interview applicants to get to know them, answer their questions, and to see if they are a good fit for the program. Once selected, inform SA of your decisions and SA will notify students of acceptance or denial. When all accepted applicants have submitted a confirmation deposit, you're ready to go if your program has met the minimum enrollment needed to run the program.

Preparing to Depart: Develop course syllabus to include information about activities and requirements, how students will be evaluated and graded, and academic and behavioral expectations for your program. It's helpful to create a program calendar of your in-country course-related extracurricular activities with the assistance of the program provider and post it the students' online study abroad account. A program handbook with travel tips and program-specific information is extremely helpful for students (and parents) and SA can collaborate to create this and post it in the students' online accounts.

Program Logistics, Budget and Advance Payments: Faculty and the FLC will finalize program logistics with provider or host organization, verify reservations, and secure resources (guest speakers, classroom, housing, food, tickets, transportation, activities, etc.) Faculty and FLC will finalize the program budget and make any needed adjustments based on enrollment, final logistics, etc. FLC will arrange for any advance payments or deposits. Depending on the nature of the program, faculty and FLC will determine who will make flight reservations with SPU's travel agency.

Orient Students: Plan at least two required in-person orientations with students during the quarter prior to travel. One to go over program details, course requirements and preparations. A second meeting should include staff from

SA to discuss health and safety, insurance, travel tips, etc. Prior to departure, it is important to start to build a collaborative group dynamic and learning community among students (see Orientation Guide.)

Final Preparations: Provide emergency contact information to SA to keep on file for the duration of your program. Submit this information before your departure or immediately upon arrival to the host country. Schedule a budget meeting with the FLC to review management of program funds and arrange for cell phone usage/SIM cards.

In the Field: Confirm safe arrival of all program participants with the FLC, oversee all academic aspects of the program and program logistics. Act as the custodian and manager of SPU funds and resources and carefully track and document all program expenditures and collect required receipts. You will act as primary resource for student inquiries and issues and will be the initial responder to logistical, medical, behavioral, and other crises, and serve as the program's primary liaison with the FLC and the University

Program Wrap-up: Within two weeks of program completion, assemble receipts and documentation for your program expenditures. Write and submit a final report on your program including information on what went well, what did not go well, what you would keep or change in future programs and review student evaluations sent by SA. Also, report any incidents that occurred on your program. Host de-brief meetings or reunions after your return.

Marketing and Recruitment Strategies

There are many ways to promote and market your study abroad program to potential participants. Below are general marketing and recruitment ideas to get you started. Remember that the most successful recruiting strategies are direct and personal.

Branding

Marketing your program to potential students starts with choosing a simple and appropriate title that grabs attention and interest. Make the title a telling one; avoid jargon or obscure references - aim for concepts with which students will instantly connect and understand.

Write a program description to explain the program and the goals of the course. Use clear, concise language. Make your program sound educational, adventurous, challenging and fun. Let students know not just what they will be doing, but what they will be getting from the program.

Website, Blogs and Social Networking Sites

It is important for students to have access to information about your program. SA will create an online brochure for the program within the study abroad website. This will include promotional information and details about the program based on the materials that you submit to us in the program proposal.

To share information about your program with students, you may also want to have information about your program on your departmental homepage. We will link to any supplemental webpage that you provide to us. Program websites give a detailed description of your program including pictures, testimonials, travel plans, etc. Make sure that the information on your site links to the study abroad site.

In addition to the website, blogs and social networking sites are great tools for sharing information about your program with students, scheduling events, and giving an overview of the program dates, course descriptions, site visits, housing, field trips, etc. SA has both a Facebook and Twitter account where we promote all of our programs generally, but you might also want to set up program specific sites. Since students are accustomed to using a variety of social networking tools in their everyday life, these sites can be a great platform for promotion.

Print Materials

Flyers, posters and brochures should be simple and informative and should direct students to the Faculty Director and study abroad website. Provide only the most pertinent information (title, program and info session dates, and contact info.) Images of the site or photos from past programs are helpful. Flyers are great for distribution at events, such as the Study Abroad Fair that occurs at the end of January. SA will promote all SPU programs at this event, so this would be a good time to have flyers available. You, and (if possible) a student alum are welcome to be at the event to answer questions and promote your program. SA does not have a budget for printing program flyers, so this would be something funded by your department or your program provider.

Most buildings have open bulletin boards or will post approved information. The residence halls will post flyers and posters around their buildings if you deliver them to the reception desks. Target academic departments with a connection to your program and distribute recruitment materials to these sites as well.

Information Sessions

Information sessions are an opportunity to elaborate on your program and courses offered, entice students, and answer their questions. Schedule sessions early to help jumpstart applications. Plan a short presentation and invite student alums and SA to help answer questions about financial aid, the application process, credits, etc. Post flyers around campus that advertise the date and time of your info session. This information should also be posted to the program website and can be sent out over departmental email lists and posted to campus calendars.

Classroom Visits

To help get the word out about your program, it can be helpful to visit both classes within your department and those that may cover material related to your program topics. It is helpful to collaborate with your colleagues in your department to arrange promotional visits.

Large lecture classes, or classes such as USEM, help you reach the widest audience and maximize your time. Bring a simple overhead flyer that is easy to read with only the most pertinent information on it. Classroom visits should be brief and concise (3-7 minutes). It is helpful if you can provide a flyer or brochures during your classroom visit so that interested students can follow up and obtain more information about your program.

DEPARTMENTAL OUTREACH

Home Department

Enlist the help of faculty and staff within your home department. Department or school faculty and staff that have direct contact with students can be a good resource for matching students with your program and sharing basic information.

Other Departments

Reach out to other departments whose curriculum is related to the focus of your program. Share program information with advisors and faculty, explaining why this program is a good fit for their students. Many departments have lists of students with which they shared major-related information on a regular basis.

BE CREATIVE

- Recruit your current and previous students (and program alums!) to help spread the word.
- Post program information on existing departmental resources: newsletters, websites, meetings. Consider an announcement in the *Falcon* or the online student publication, *Loopy*
- Promote your program to relevant language and area-studies departments. Think about which kind of students you want on the program and market toward that population specifically.
- Use Facebook, Twitter, and other social networking tools that students visit regularly.

Orientation Topics for Faculty-led Programs

Pre-departure orientation is a critical part of making sure students stay safe, healthy, and happy while abroad. Below are some resources and reminders for faculty directors to help ensure that students are well-prepared for their program. Student orientation happens in several ways, which include a required SA facilitated pre-departure orientation, as well as pre-departure and on-site orientations with you, their faculty director.

Your role in this process is crucial to ensure that your students are organized prior to your program and have a positive experience once your program begins. It is also an opportunity to establish and manage reasonable student expectations.

Program-Specific and On-site Orientations

Part of your job as faculty director is to orient students to the culture of the host country and counsel them on a range of social, academic, and other practical issues. Meet with your students (at *least* twice) during the prior quarter to discuss your program, answer questions, make preparations for departure, and allow students to get to know each other. Use your pre-departure meetings to lay the groundwork for a positive and enriching study abroad experience and plan emergency procedures for the duration of the course. On-site orientation topics can cover logistics such as keys, deposits, maps, phones, facilities, housing, etc.

- 1) **Schedule pre-departure meetings with your students:** Invite someone from SA to attend one of your pre-departure meetings.
- 2) **See check list below:** Plan on preparing and covering the necessary pre-departure information with your students at your meetings.
- 3) **Contact SA:** Contact email studyabroad@spu.edu if you have any questions or would like help preparing appropriate orientation information or sessions with your students.

PRE-DEPARTURE & ON-SITE ORIENTATION TOPICS

Health Screening, Vaccinations & Insurance

- Basic health and safety issues are covered in the mandatory student orientation. Make students aware of any country and/or site specific health concerns and possible risks/exposure. Provide resources for more information, but do not dispense medical advice!
- Students must complete an on-line self-disclosure health survey by the enrollment deadline
- Student Health Services is a great resource for students traveling to locations outside of the United States. The center offers pre-travel counseling, advice on needed prescriptions, vaccinations (fee-for-service), etc. Vaccinations may be necessary for travel to certain locations, and a health professional is the best person to give these recommendations.
- Additional international health information can be obtained at the CDC website <http://www.cdc.gov/travel/>
- SPU **requires** all participants to carry health insurance, which will be purchased by SA or the third party provider.

Passports & Visas

- Students are responsible for having all necessary travel documents or visas for the program. The SA will advise but does not obtain passports or visas for faculty or students.
- Students should allow adequate time to apply for and receive their passports (approx. 6 weeks). Students will be instructed to upload passport information into their online account. SA advises that passports be valid for at least 6 months after departure from the host country.
- Non-US citizens participating in your program may have different entry requirements, so these students need to check with the consulate/embassy at your destination to verify what additional documents (if any) they need for entry/travel in the host country.

- For State Department travel tips consult http://travel.state.gov/travel/tips/tips_1232.html

Flights & Contact Information

- Determine a meeting place for all students at the start of the program. This may be at SeaTac Airport, the final destination airport, the group hotel, classroom site, etc. Make sure students have very clear directions (in English and the local language) and a good idea of how to get there.
- The faculty director should be available and easy to contact on-site prior to students' designated arrival dates (unless traveling with students). Make sure students have your contact information and a back-up plan.
- Set out clear guidelines ahead of time for what students should do if they do not arrive at the initial meeting place as planned.
- Address how to access money and any other logistical issues related to traveling to the meeting point.

LOCAL PROGRAM SITE INFORMATION

Basic Needs: Housing & Food

- Provide information about housing arrangements, regulations, etc. Establish clear expectations for students regarding housing, policies, property damage, etc.
- If students are staying in homestays, discuss specific cultural norms and practical issues Address concerns and encourage dialogue if problems arise on-site
- Discuss dining and food options, costs, local customs, and any food risks.
- Discuss local alcohol laws and culture, and risks associated with excessive drinking, as well as reminding students about SPU Lifestyle Expectations.

Local Transportation

- Availability and use of local transportation. Point out which modes of transportation are preferred, those recognized as unsafe, general costs associated, what transportation passes are included, and how to purchase tickets.
- Discuss hitchhiking, motorcycles, and other tempting yet unsafe ways to get around.

Community

- General introduction to the community and its physical surroundings.
- Give details about living and traveling conditions with as much detail as possible to avoid 'surprises' and student concerns.
- Discuss what it will be like to live and travel as a large group. Address apprehensions about privacy, personal time, etc. Students will need to share, cooperate, and sacrifice individual needs and look after the group.
- Address in-country weather conditions and suggest items to pack (i.e. comfortable walking shoes). Discuss appropriate attire, both with regards to climate and cultural expectations.

Cultural Behavior

- Remind students of their important role as ambassadors of SPU and the USA while abroad.
- Discuss what it means to be an American student/traveler in an international context.
- Discuss cultural norms and traditions, gender roles, communication styles, etc., of host country.
- Remind students that culture shock is a normal part of many students' experience abroad. Discuss this with them, and help to normalize the feelings that your students may encounter.

Communications, Banking & Money

- Highlight facilities for and access to mail, internet, and telephones.
- Set expectations for frequency of access to phone and internet. Encourage students to set expectations for the frequency of which they communicate with family and friends before they leave.
- Discuss laptops and cell phones: To bring or not to bring? Discuss in relation to required coursework.
- Explain options and any barriers to managing money on-site (ATMs, banks, exchange rates, cash, travelers checks, credit cards).

- Help students plan how much money of their own they will need during the program.
- Consider procedures for financial emergencies. Remind students of what they are responsible for (Personal spending, health, food, shopping, communications, etc.)

Non-Program (Personal) Travel

- Faculty will need to discuss non-program-related travel: When is it okay and when is it not okay?
- Students will need to inform faculty director of travel plans, and if possible, leave contact addresses and/or phone numbers for use in emergency situations.
- Students are responsible for all costs and safety issues of non-official program travel.

COURSE & ACADEMIC EXPECTATIONS

Academic Expectations

- Go over syllabus and program itinerary with students, answer questions, and discuss “what to expect” related to workload, travel, group work, learning outcomes, etc.
- Discuss in detail your expectations of students as they relate to grading and evaluation.
- Make sure students are well-aware of expectations and what their grades are based on. Grading for study abroad is often based on non-traditional “work.” To avoid confusion and conflict, put it in writing!

Behavioral Expectations

- Discuss expectations (yours and theirs) for living, studying, traveling, and functioning as individuals and as a group. Consider creating a group “code of conduct” for the program. This can facilitate discussion and be a tool you can refer to if/when behavior issues arise.
- Explain what the roles of the faculty director, all staff and local coordinator are *and* aren’t.
- Remind students that they are bound by the SPU Lifestyle Expectations and all local laws (that may be very different from U.S. laws) at all times during the program. Discuss with students how you will handle behavioral and disciplinary issues during the program.
- Discuss local laws concerning drug use, political activism, and other risky behavior, etc.
- Students may need to discuss and process the things they are experiencing on the program. Plan time for (and encourage) reflection and feedback between you and the students from the start of the program.
- Encourage your students to consult with Student Health Services to discuss any issues, fears, or concerns that may come up regarding health and safety.

HEALTH & SAFETY

Emergency Planning

- Make sure students know what to do, where to go, and whom to contact in case of emergencies.
- Inform students how to get a hold of faculty directors and other key local contacts.
- Assure students that an Emergency Action Plan has been developed for all SPU international programs, and that you are prepared.
- Distribute emergency contact information to all students SA. Consider making this information available on your course syllabus as well - any way that will make it readily available.
- Ask students to make you aware of their personal medical/health considerations, so that you can help facilitate appropriate care as needed.
- Inform students that it is advisable to have a cell phone and review options to obtain a cell phone in the destination you are visiting.

Review of medical and health facilities

- Outline local medical facilities and norms for patient care in country.
- Discuss importance of having funds available for payment of medical and drug bills.
- Remind students that they are responsible for ALL medical expenses in country and that they will be provided with health insurance while participating in the program.

- Guide students to take charge of their own health while abroad. For routine medical issues, students should be able to find a clinic and a doctor through the insurance provider and should become familiar with the provider's website.
- Although leaders should obviously help very ill students, they need not be fully responsible for basic health maintenance. Please become familiar with the insurance policy and benefits information that will be provided.

Safety

Discuss country-specific safety concerns in as much detail as possible:

- Areas, neighborhoods, types of transportation to avoid
- Common crimes of concern, and tricks used to dupe foreigners
- Common gender roles and customs, and any specific safety concerns for women
- Alcohol and drug use (local norms & laws, program expectations)
- Political and social issues, including local attitudes towards foreigners
- Traveling alone
- Weekend travel policy -- checking out and back in with leaders
- Water/food safety
- Sex-related risks (harassment, assault, STDs, HIV/AIDS, etc.)
- Establish a common code for group safety, watching out for each other, etc.

Readings and Resources

Articles:

“Short-Term Study Abroad: Managing Growth, Ensuring Quality.” Kyna Rubin. Winter 2002. *International Educator*. pp. 32–36.

“From Experience to Experiential Education: Taking Study Abroad Outside the Comfort Zone.” James Citron and Rachel Kline. Fall 2001. *International Educator*. pp. 19–26.

“What’s a Month Worth? Student Perceptions on What They Learned Abroad.” Lisa Chieffo and Lesa Griffiths. Fall 2003. *International Educator*. pp. 26–31.

“The Toughest Job You’ll Ever Love.” James Hornig. September-October 1995. *Academe*. pp.#22–26.

“It’s Not a Sabbatical.” Roberta Kruegar. September-October 1995. *Academe*. pp.#22–26.

“Safety in Study Abroad: How Much More Can Programs Do to Protect Students?” Kyna Rubin. February/March 1998. *NAFSA Newsletter* 49. P#1.

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/developing_and_managing/practice_resources_36/onsite/health_safety_security_1

“Taking the Shock out of Culture Shock.” Charlotte Thomas. *Thomson Peterson*. 2005.
www.petersons.com/stdyabrd/abroad4.html

Useful Web sites:

- FORUM Standards of Good Practice for Study Abroad – www.forumea.org
- Tools for study abroad faculty and administrators – www.facultyled.com
- U.S. State Department: www.travel.state.gov – Entry requirements to foreign countries, passport information, state department travel warnings, tips for travelers, per diem information
- Mobility International: www.miusa.org – Information on traveling abroad for people with disabilities
- Centers for Disease Control: www.cdc.gov – Health information by country
- Screening for mental health: www.mentalhealthscreening.org/college/depression.aspx. - Information specifically for college students
- Currency conversions: www.xe.com or www.oanda.com
- Weather: www.wunderground.com – Weather maps, forecasts and history
- How to pack light: <http://www.onebag.com/>
- Student travel sites: <http://www.istc.org/sisp/index.htm> and <http://www.statravel.com/>