

Faculty Handbook for Faculty-Led International Courses



Revisions

July 2011 the first version of the Faculty-led Handbook was created. August 2015, the Center for Global Education (CGE) staff made necessary revisions to this handbook to better aid faculty/staff leaders throughout the development process of a faculty-led international course and inform them of how to abide by industry quality standards in their program procedures.

These changes included:

- The Forum on Education Abroad's Standards of Good Practice for Education Abroad.
- How the CGE follows these best practices in their routine operations.
- A section on sustainability.
- An updated resource list to reference while developing faculty-led international course proposals.

October 2017, The University announced a restructuring of the Center for Global Education. It was renamed as the Office of Global Experiences under the department of Student Diversity Engagement and Success

September 2020, The University announced a restructuring The Office of Global Experiences and now falls under the department, Equity, Diversity and Inclusion (EDI)

June 2021 is the current revision of this handbook.

Table of Contents

Revisions	2
Table of Contents	3
Definition	5
Expectations.....	6
In Loco Parentis.....	7
The Faculty Role in Study Abroad.....	8
Faculty Handbook for Conducting Study Abroad Programs UW-Milwaukee.....	8
Pre-Proposal.....	10
University of Wisconsin Whitewater Policy Statement	10
Deadlines:	10
The Office of Global Experiences:	10
Professional Quality Standards.....	10
Mission and Goals	10
Student Learning and Development	11
Academic Framework	11
Student Selection, Preparation, and Advising	11
Student Code of Conduct and Disciplinary Measures	12
Policies and Procedures	13
Organizational and Program Resources	13
Health, Safety, Security, and Risk Management.....	14
Ethics	14
Resources for the Proposal.....	15
Books in the OGE	15
Online Publications	15
Past Faculty-led International Program Leaders.....	16
Other University of Wisconsin -Whitewater Resources.....	16
Program Providers	17
Proposal.....	18
How does the budget work? How much do the students pay?	18
What’s covered for faculty?.....	18

Items not covered in the Student Program Fee	19
Budget Worksheet Template	19
Flow Chart for Signatures	20
Coordination	21
University of Wisconsin Whitewater Policy Statement:	21
Applications:	21
Marketing and Promotion:	21
Application Deadline:	21
Pre-Departure	21
Sustainability	23
Risk Management	24
Risk Management Resources	24
On Site	25
Upon Return	28

Definitions

Faculty Led International Courses or “Travel Study”: Faculty-led programs are University of Wisconsin-Whitewater classes with an international academic component. The international destination is pertinent to the course content led by the faculty teaching the course. The international component is usually done during breaks in the school year so as not to interfere with the students’ course load. Students receive a grade upon completion of work after the international component is over. The international portion of the class is short term in nature, typically 10 days to 3 weeks.

University of Wisconsin-Whitewater Policy Statement: The University of Wisconsin-Whitewater affirms the vital role of travel study programs in the total University program. It recognizes that the content and quality of travel study programs is primarily the province of the faculty and academic staff who teach and lead the courses. Faculty-led International courses are self-supporting activities requiring continuous budgetary oversight. The Office of Global Experiences is charged with the responsibility of administering faculty-led international courses in cooperation with faculty and/or academic staff. Any faculty planning to offer such course, will need to contact the Office of Global Experiences in advance of submitting through Courseleaf.

NAFSA: The Guide to Successful Short-term Programs Abroad- 2nd ed.: One of the most common short-term models is to offer a course directed by a faculty member from the home institution. Individual faculty and/or academic departments typically propose an off-campus course that expands existing curricular offerings.

In many cases, the idea for such a course comes from the faculty member’s own experience. For example, a theater professor returning from sabbatical in London is inspired to develop a course to introduce students to the multitude of theater experience available there. Or a French department faculty member who recently completed dissertation research in Francophone Africa proposes to take students to this less-traditional region for study.

Bentley College: Short-term programs give faculty the opportunity to lead students to a region or country as related to their interests or discipline. Students, in turn, learn from the expertise of the faculty member, through on-site lectures, cultural visits, company and non-profit visits, and through the overall international experience. Many times they are choosing to visit an unfamiliar region or country and look to the faculty member for support and knowledge. Students gain an intercultural perspective as well as practical skills and world knowledge. If done correctly, the experience is immensely rewarding for all.

facultyabroad.com Faculty-led programs are quite different from other study abroad opportunities. First of all, a knowledgeable and experienced professor takes the lead. Through teaching and mentoring, and carefully weaving subject matter into the international location and culture, students are guided through a learning experience that cannot be replicated in a classroom or achieved by traveling alone. The professor is more than a teacher, but a guide, resource, and mentor. Together; faculty and students share and bond through a unique experience abroad.

A faculty-led program is like a mini-university abroad. Everyone who comes in contact with the program learns about the university and everyone who participates in the program learns a great

deal about themselves and the world around them. Faculty-led programs are more than a structured opportunity for students; they bond personal growth and development with strong academic learning. This format allows students to take unique courses, understudy well-traveled professors, and glean from their knowledge and expertise abroad. These programs are ideal in recruiting underrepresented students, due to the cost, length and safety.

Faculty-led programs are not only beneficial to students, but also to professors. Because the value of international experience is growing, global competence, coupled with the knowledge and expertise necessary to lead students abroad, can only increase your chances of securing an excellent faculty position, tenure, and/or promotion. Experienced faculty leaders mentor new faculty leaders, while internationalizing their academic departments in the process. Your cultural IQ will benefit from the experiences.

The Office of Global Experiences Coordinator: Historically, travel study programs were run more like touristic field trips with little academic value. Due to financial constraints, rigorous degree requirements, family responsibilities and parental safety concerns, students over the past decades have reduced the length of participation in study abroad programs. Participation in short term faculty-led programs have increased dramatically. Now universities are providing academic quality to these programs. These are now courses with credit that fit the academic mission of the university. We now steer away from the term “trips”, “vacations” and even “travel study”. Nationally these courses are now called Faculty-led International Short-Term Programs. We want to emphasize the academic content when promoting these programs. We don’t want students, parents or faculty members to think of these as chaperoned touristic field trips or vacations.

Expectations

University of Wisconsin Whitewater Policy Statement:

These Faculty-led programs are expected to meet the standards of all credit-bearing courses. Your duties and responsibilities (which are subject to change by authorized university personnel) are as follows:

- Faculty is expected to adhere to the proposal deadlines and completion of all forms: CourseLeaf proposal, Excel Contact Hours Grid, and OGE Logistics form.
- Faculty is expected to update their outlook calendars for appointments and regularly communicate with the Global Experiences Coordinator.
- While on the program, you will supervise and be responsible for your students. Their health and safety will be your primary concern.
- You will ensure that your students receive the appropriate instruction to justify receiving academic credits.
- An appropriate syllabus that conforms to all University requirements will be provided for the students and followed.
- Your participation in a pre-departure leadership/risk management meeting conducted by the Office of Global Experiences is required as is a pre-departure orientation for your students, also conducted by OGE.

- You will be responsible for honoring the budgeted items and staying within budget. You will be responsible for any costs outside your budget that are not the result of unforeseen emergencies approved by the OGE.
- Contingency funds will only be accessed in accordance with State-mandated guidelines and not for anything other than bona fide emergencies.
- Refunds to students rarely occur and are NOT at the discretion of faculty members, but will be determined by UWW Finance in consultation with OGE.
- All Faculty-led related deadlines are set in collaboration with the OGE.
- Faculty members are expected to deal with disciplinary issues in a timely and effective manner. The behavior of UWW student ambassadors abroad reflects back upon the University and the USA. Behavior which may cause harm to self and/or others requires immediate action up to and including the immediate return of the student to the home campus. The behavioral expectations of students are the same for faculty.
- Upon return, the faculty is required to attend a debriefing meeting with the OGE as well as a program assessment.

The Office of Global Experiences

The Office of Global Experiences needs the support of faculty/staff to be able to increase participation and access for students engaging in international experiences during their time at UWW. Faculty-led international programs provide many of our students with a wonderful opportunity to have a global experience.

Please note that the leaders are a key component in ensuring the success of these international courses. Faculty must help in program recruitment by promoting directly to their students. Without this promotion from leaders who are well-liked by the students, the course may not achieve the minimum number of participation and be cancelled. The Office of Global Experiences markets all of the outbound international programs through fairs, flyers, campus monitors, social media platforms, classroom presentations, table tents, sign boards, etc. Peer advisors are on hand to assist.

NAFSA: The Guide to Successful Short-term Programs Abroad - 2nd edition

Classroom teaching does not in itself prepare a faculty member for successfully leading a faculty-led international course. In addition to the role of instructor, a travel study leader dons several hats. As the title implies, there are administrative duties such as logistics, enrollment, and financial matters. The faculty leader is likely to encounter difficult and ambiguous situations requiring skills of leadership, interpretation, decision-making, and diplomacy that are rarely if ever faced in the classroom. They are literally removed from familiar campus support systems, including colleagues and home culture. On top of all this, the faculty leader is working with students who are adjusting physically and emotionally to a new site, their group, and the culture they have come to learn about.

In Loco Parentis

Latin for "in the place of a parent" or "instead of a parent," refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent. Originally derived from English common law, it is applied in two separate areas of the law. First, it allows institutions such as colleges and schools to act in the best interests of the students as they see fit, although not allowing what would be considered violations of the students' civil liberties. Second,

this doctrine can provide a non-biological parent to be given the legal rights and responsibilities of a biological parent if they have held themselves out as the parent.

The Faculty Role in Study Abroad

June 3, 2010 KANSAS CITY, Mo. – The demands on leaders of study abroad programs can be humbling.

“You have to have a willingness to learn and share experiences with students,” said Nancy Guthrie, program coordinator for Iowa State University’s Study Abroad Center and the center’s liaison with the College of Liberal Arts and Sciences. “One of my most profound learning experiences came in Sucre, Bolivia, one year when I was spending the night on a cot in a clinic. It was cold; the student was severely dehydrated. If any of you know clinics in Latin America, some of them are very small, they don’t have a lot of staff, so I was there if she needed a drink of water; whatever she needed, I was there to help get.

“That’s kind of a reality check when you’re a faculty member. I was mom, I was translator, I was health care evaluator to see whether what the doctors were prescribing for that student was really appropriate or not. And if I hadn’t lived in Bolivia for six and a half years before that, it would have been very difficult.”

“How do we prepare faculty to handle those kinds of situations if they don’t have any previous experience?” Guthrie asked. “Of course they can call back to our offices, and we run through all these scenarios, but still, once the rubber hits the road, it’s very difficult to predict exactly what skills are needed.”

Faculty Handbook for Conducting Study Abroad Programs UW-Milwaukee

Overall Course Design: Faculty are expected to prepare a course that takes into account the international setting. Specific course goals will need to be explicitly stated in the syllabus. Course content will need to be integrated into experiences, trips, tours, etc. that occur in the foreign setting.

Faculty leader responsibilities:

- Understand the culture in which the program is conducted.
- Familiarize yourself with the Faculty handbook containing information provided by the Center for Global Education.
- Exercise caution before engaging in the services of local tour operators or local transportation companies. Err on the side of caution when your students’ safety is at stake.
- Plan ahead for potential risks. Know what to do in emergencies. Create an emergency plan
- Explain your role, responsibilities and program requirements to students. Adhere to standards of professional conduct, acting prudently and reasonably.
- Oversee the academic portion of the program.
- Perform appropriate investigation/follow-up concerning behavior issues and complaints.
- Upon returning, account for all expenditures with receipts for your TER.
- Complete an evaluation of your program and share it with CGE for the benefit of future travel study programs.

All these are the same expectations that the Office of Global Experiences requires of leaders on our faculty-led short-term international programs.

Pre-Proposal

University of Wisconsin Whitewater Policy Statement

Please set up an initial consultation with the Global Experiences Coordinator. Keep your department chair informed of your proposal. Proposals are to be submitted in the prior academic year for review and approval. During the fall and spring semesters, the international travel component should normally be scheduled when classes are not in session (e.g., winterim, spring break and right after spring semester). Students are responsible for making arrangements with their professors for any classes they will miss if the date of departure or return is scheduled when classes are in session.

The curriculum should be expanded to include not only lectures on information from the sponsoring department, but also information about the politics, economy, geography, culture, history, etc of the country(ies) to be visited. The international portion of the class must be educational in content and not merely a touring vacation. You want to balance the sound educational component with some limited downtime for student to explore by themselves. Group meals are recommended at least one in the beginning and one at the end to be at restaurants where the local cuisine is served. Alcoholic beverages are not included in the program fee. Our goal is to have students immersed in the culture as much as possible on a 2 week + program.

Deadlines:

Term

Proposal Deadline

Fall and Winterim
Spring and Summer

October 15 (prior academic year)
March 15 (prior academic year)

Meeting with The Office of Global Experiences:

Begin planning your proposal at least 16 months in advance of departure. You want to start thinking how the educational goals of the class will fit the international destination and itinerary you are planning. You will want to nurture new international contacts and reaffirm old ones. Begin by contacting an exchange university located near your international destination. Perhaps you could contact a professor there in your field that might be willing to help with a lecture or provide additional contacts. Do we have any other university connections?

The OGE requires one additional faculty/staff member assistant/co-leader for classes under 30 students. If the class exceeds 30, then two other faculty/staff will be required to attend. Start thinking of a faculty/staff who will assist/co-teach with you.

Consult with the coordinator on any questions you may have prior to developing your proposal. Familiarize yourself with the local language, the customs, health codes, laws and culture. Will there be any cultural events or holidays while you are at the location? Read up on the political and social events happening. Is it a safe, stable location now and will it be next year? Have any recent natural disasters occurred how prepared is the region for climate change catastrophes and epidemics? Begin thinking about your itinerary, vendor options and the items for your budget.

Professional Quality Standards

The Forum on Education Abroad: Standards of Good Practice, 5th Edition (2015): The Forum on Education Abroad publishes the Standards of Good Practice, which are recognized as the principal means by assuring quality of education abroad programs.

1. **Mission and Goals**
2. **Student Learning and Development**
3. **Academic Framework**
4. **Student Selection, Preparation, and Advising**
5. **Student Code of Conduct and Disciplinary Measures**
6. **Policies and Procedures**
7. **Organizational and Program Resources**
8. **Health, Safety, Security, and Risk Management**
9. **Ethics**

Mission and Goals

The organization has a mission statement and articulates clear goals for its education abroad programming.

- The mission statement defines the scope of the organization's work, its objectives, and its aspirations, and it is made available to the organization's internal and external constituents.
- Specific learning goals are articulated for each of the organization's individual programs.
- The organization regularly assesses the degree to which it is achieving its mission and program goals, and uses these findings to pursue continuous improvement of the quality of its programming.

The Office of Global Experiences (OGE) follows this standard by:

- ✓ Having a clear mission statement for the OGE posted on the UWW website, which defines the scope of our work:

The Office of Global Experiences assists the university with "comprehensive internationalization" by advocating for and guiding transformational change - change that is deep, pervasive, intentional, and long-term - and that positions our university and graduates to become more global in orientation with respect to our educational programs and international networks.

We commit to measuring the depth and pervasiveness of internationalization by assessing changes in faculty engagement; curriculum and Student Learning

Outcomes; budget priorities and decision-making structures; institutional culture and campus climate; and the institution's self-image and reputation.

Student Learning and Development

The organization's mission, goals, and operations prioritize student learning and development.

- Educational objectives are central to program design and management.
- Evaluations are conducted to assess student learning and development.
- Organizations seek to create and maintain continuity with student learning and development on the home campus.

The OGE abides by this through:

- ✓ Certifying that learning outcomes of faculty-led travel study courses foster student learning.
- ✓ Administering assessments upon completion to ALL student participants of global experiences, including faculty-led travel study courses.
 - This provides feedback to improve future programming.

Academic Framework

The organization delivers academic content appropriate to its stated mission and goals, ensures adequate academic supervision and evaluation, and maintains clear and transparent academic policies.

- Curriculum supports the program's stated goals and leverages the unique opportunities offered by the host context.
- Students' academic work is adequately supervised and fairly evaluated by faculty with appropriate training and credentials.
- The organization's policies and procedures related to evaluation, awarding of credit, grade appeals, research ethics, and academic integrity are clear and accessible.

The OGE demonstrates this standard by:

- ✓ Ensuring that opportunities outside of the classroom: service learning, excursions, cross cultural learning, etc. support course objectives.
- ✓ Declaring faculty leaders are prepared to propose an international course.
- ✓ Having faculty uphold UW-W academic policies when designing the course.

Student Selection, Preparation, and Advising

The organization maintains fair and ethical recruitment and selection processes, adequate student preparation and advising, and ongoing student support.

- Recruitment and selection processes are fair, ethical, and transparent.
- Students are adequately prepared for the challenges of the education abroad context, with pre-departure training and on-site orientation that equips them to achieve

academic success and broader program goals; anticipates, health or safety issues that might arise; and where appropriate, re-entry measures that prepare them for their return.

- The organization offers students pre-departure and on-site academic advising, ensures placement in appropriate course and language levels, encourages academic planning and integration of coursework abroad and at the home campus, and integrates career and professional planning where possible and appropriate.

The OGE embodies this through:

- ✓ Recruiting to students of all backgrounds and fields of study.
- ✓ Emphasizing the importance of cultural immersion via international experiences for all students.
- ✓ Preparing students for the intended destination(s) through discussing student behavior expectations abroad, health, safety, items to pack, money, etc. in a mandatory pre-departure orientation meeting.
- ✓ Having a Global Experiences Coordinator available who specializes in faculty-led programs to advise faculty, staff, and students.

Student Code of Conduct and Disciplinary Measures

The organization articulates clear and accessible guidelines for student behavior and consequences resulting from violations.

- Expectations for student conduct are provided to students both prior to departure and on-site, with clearly articulated policies regarding drug and alcohol use, culturally-appropriate behavior, sexual harassment and assault, rules related to travel and housing, and any other policies that would carry disciplinary sanctions if violated.
- Sanctions for the violation of policies governing student conduct are clearly defined and shared with students prior to departure and onsite.
- An appeal process for disciplinary measures exists and is accessible to students.

The OGE adheres to this by:

- ✓ Meeting with student applicants interested in global experiences to hear their case in regards to UWW conduct violations or low GPAs. Maintaining continuity with university procedure through having the students sign UW-Whitewater's code of conduct contract.
 - Students know they will be held accountable to the appropriate sanctions while abroad as they would on campus.
- ✓ Partaking in the appeal process for code of conduct violations.

Policies and Procedures

The organization has well-defined and clearly-articulated policies and procedures that govern its programs and practices, ensures they are fairly and consistently implemented, and conducts regular reviews to assess their effectiveness.

- The organization has transparent and accessible policies that govern student affairs and student finances.
- The organization has transparent and accessible employment policies regarding staff and faculty.
- The organization has guidelines governing its marketing practices, partnerships, and institutional relations.

The OGE abides this standard by:

- ✓ Stating estimates of course costs on information sheets and on the individual course's profile in the UWW's StudioAbroad program database.
- ✓ Following the university's policies in regards to students' privacy and release information under FERPA. Students sign a FERPA waiver and finances agreement to the University of Wisconsin System Uniform Statement of Responsibility, Release, and Authorization to Participate in International Education Programs.

Organizational and Program Resources

Ensures that its programs are adequately funded and staffed.

- Faculty and staff are qualified for their roles, fairly compensated, and appropriately trained, with workloads that enable them to support the educational goals of the program and devote sufficient time to students.
- Programs are funded at levels that ensure safe, clean, accommodations; co- or extra-curricular activities that support the program's educational aims, and responsible health, safety, and security measures.
- Facilities and infrastructure are suited to realizing the goals of the program, providing a safe environment that conducive to learning, and accommodating students of varying needs and abilities.

The OGE adheres to this through:

- ✓ Ensuring that each international course meets minimum student enrollment to maintain a reasonable cost before allowing it to run.
- ✓ Listing scholarships and grants that can cover international courses.
- ✓ Providing faculty and staff with contacts abroad (international education organizations, vendors, and partner universities) to support the itinerary.
- ✓ Assuring that the course's operating budget ensures safe, clean, hospitable housing; activities that support the program's educational goals; and responsible health, safety, and security measures.

Health, Safety, Security, and Risk Management

The organization prioritizes the health, safety, and security of its students through policies, procedures, advising, orientation, and training.

- The organization prioritizes health, safety, and security in program development, implementation, and management, conducting appropriate risk assessments for program sites and activities, maintaining written emergency plans and protocols, and identifying and leveraging relevant authorities, networks, and resources.
- Staff are trained to anticipate and respond responsibly to student health, safety, or security issues; students are trained to responsibly manage their own health, safety, and security while abroad; and measures are in place for ongoing monitoring of and advising on health, safety, and security issues through a ranges of U.S. Department of State and other appropriate resources.
- The organization maintains appropriate kinds of insurance at recommended levels, operates in compliance with local laws, and follows best practices in reporting on critical incidents.

The OGE observes this by:

- ✓ Being attentive to current global events that may impact a course.
- ✓ Possessing written protocols for crises abroad.
- ✓ Requiring that faculty and staff leaders attend a risk management seminar prior to departure.
- ✓ Including a pre-departure orientation (led by the coordinator).
- ✓ Requiring faculty/staff to honor FERPA and HIPAA while abroad.
- ✓ Enrolling all participants in the UW System mandated CISI World Class Coverage Plan for the duration of their program.

Ethics

The organization operates its programs in accordance with ethical principles, and trains its staff and students in ethical decision-making and practices.

- The organization has adopted its own code of ethics or that of The Forum on Education Abroad.
- The organization conducts its activities and advises students in an ethically responsible manner; faculty adhere to ethical practices in teaching and student research; and students are sensitized to the ethical implications of their academic work and activities abroad.
- The organization promotes respect for the cultures and values of the communities in which it operates.

The OGE abides this through:

- ✓ Having the OGE Director and Global Experiences Coordinators follow The Forum on Education Abroad's Code of Ethics <https://forumea.org/resources/standards-6th-edition/code-of-ethics/> and that of UW-Whitewater.
- ✓ Advising and recruiting students in an ethically responsible manner.

Resources for the Proposal

Educating yourself on what tools you need for a successful faculty-led international program is essential

Books in the OGE

- **The Guide to Successful Short-Term Programs Abroad 2nd Edition**, Edited by Sarah E. Spencer and Kathy Tuma
- **Faculty-Led 360**, Edited by Melanie McCallon and Bill Holmes
- **CDC Health Information for International Travel – The Yellow Book** Edited by Cary W. Brunette MD
- **Crisis Management in a Cross-Cultural Setting** Edited by Patricia A. Burak and William W. Hoffa

Online Publications

- Wake Forest University WISE Conference <https://global.wfu.edu/global-campus/wise-conference/> Workshop on Intercultural Skills Enhancement conference
- **Faculty Tool Kit** www.uky.edu/toolkit/node/4 Faculty Toolkit-developed at the University of Kentucky
- **Responsible Travel Handbook** <http://www.transitionsabroad.com> Transitions Abroad elaborates on topics in responsible travel
- **Students of Color** <https://www.diversityabroad.com/articles/students-of-color-abroad> Resource to have particular needs in mind of students of color <https://www.weareblackandabroad.com/>
- **Students with Disabilities - Mobility International** <http://www.miusa.org/resource/tipsheet/facultyled> Specific resource to consider in the planning stages to consider needs of students with disabilities
- **LGBTQ+ Student Resources** <http://www.cisabroad.com/health-safety/lgbtq-resources> CISabroad has resources related to LGBTQ+ students and international travel <https://www.diversityabroad.com/articles/lgbtq-students-abroad>

- **Study Abroad and Other International Student Travel**
<http://wwwnc.cdc.gov/travel/yellowbook/2016/advising-travelers-with-specific-needs/study-abroad-other-international-student-travel>
 A good starting point of risk management resources from the CDC while conducting travel study courses
- **World Health Organization (WHO)**
<http://www.who.int/countries/en/>
 WHO provides information on health matters for each member country of the United Nations
- **U.S. State Department** <http://www.travel.state.gov/content/travel/english.html>
 The State Department has a page dedicated to travel abroad, which includes travel watches/warnings for intended destinations
- **Centers for Disease Control (CDC)** <http://wwwnc.cdc.gov/travel/destinations/list/>
 The CDC has profiles on every country that states necessary health precautions
- **Overseas Security Advisory Council (OSAC)** <https://www.osac.gov/Pages/Home.aspx>
 OSAC has country profiles that detail current events, crime and safety reports, and contact information for U.S. embassies and consulates

Past Faculty-led International Program Leaders

Contacting previous faculty leaders about their experience could be useful

- **John McGuigan:** ~ Irish Literature - Ireland
Mcguigij@uww.edu
- **Sue Wildermuth:** ~ Cross-Cultural Practicums- Ireland UK and Ecuador ~ Diversity in Sport- Brazil wilderms@uww.edu
- **Sheila Turek:** ~Artists and Exiles - Paris, France tureks@uww.edu
- **Han Ngo:** ~Management- Vietnam/Cambodia and Costa Rica ngoh@uww.edu
- **Andrea Ednie:** ~ Sport and Recreation- Australia, Ireland, Chile
- **Stephen Levas:** ~ Tropical Sustainability- Panama
- **Juk Bhattacharyya:** ~ Geology and Physics- Iceland bhattacj@uww.edu
- **Ozgur Yavuzcetin:** ~ Geology and Physics - Iceland yavuzceo@uww.edu

Contact your department deans/chairs to see if they have money in their budgets to help support your faculty-led program, thus reducing the program fee for students!

Other University of Wisconsin -Whitewater Resources

University Health and Counseling Services (UHCS): For immunizations~ call 472-1300 option #4- no emails please

The Budget and Finance Office (travel information): For expenses ~ travel@uww.edu, 472-3912

Global Experiences Coordinator: Dan Colleran 472-5757 collerad@uww.edu

Program Providers

While the OGE will be doing most of the work with the budget. You will be creating a biddable itinerary for vendors. UW-Whitewater recommends using one USA based provider for all logistics. This helps ease the payment and billing process and is better from a risk management prospective. Always consider the safety of our students when looking at providers. "Cheap" doesn't necessarily translate into safe, educational and reliable. Your program will need three bids if you intend on having a provider provide all services over \$5000.00. You will meet with the coordinator to discuss the bids before selecting one for reasons that must be documented. You or the coordinator can come up with the bidders.

- **Flights:** *The coordinator requests a block group rate using 16 participants (14 students + 2 faculty)*
 - **Fox World Travel:** The only approved group flight vendor

- **Ground, Tours and Accommodations:** *The more one vendor can provide, the easier it will be for you and your budget. Please consider these possible vendors. The OGE can help provide more.*
 - **Seminars International:** www.semint.com -For worldwide travel
 - **Custom Ireland:** www.customireland.com -For travel in Ireland and UK
 - **Kintetsu Travel:** www.kintetsu.com - For travel in Japan

 - **CIS Abroad:** <http://www.cisabroad.com/study-abroad> Spain, Argentina, Costa Rica, Ecuador, Mexico, Peru, France, Italy, China, Australia, England, Ghana, Ireland, New Zealand, Scotland, South Africa,
 - **Academic Programs International (API):** www.academicintl.com -For travel in; Argentina, Costa Rica, England, France, Hungary, Ireland, Italy, Mexico, Poland and Spain

 - **CEA Global Education:** www.gowithcea.com - For travel in; Czech Republic, England, France, Germany, Ireland, Italy, Poland, Spain, Mexico, Costa Rica, Chile, Argentina, China, and Australia

 - **Saigon Tourist:** www.saigontourist.net - For travel in South East Asia

 - **World Endeavors:** www.worldendeavors.com -For travel in Africa, Americas, Europe, Middle East and Oceania

Proposal

You have done some preliminary planning; it is time to flesh out your proposal. Feel free to contact the coordinator to look at examples of previous proposals.

- 1) Identify potential course topic by evaluating student interests, academic needs/requirements and financial restraints)
- 2) Create a course syllabus and plan tentative travel itinerary. Keep in mind; flights are usually less expensive with departures on Tuesday, Wednesday or Thursday.
- 3) Fill out the logistics form per faculty/staff leaders, co-leaders (on the OGE website)
- 4) Contact hours grid (on the OGE website)
- 5) Begin your course proposal on COURSELEAF.

The Budget: In preparing to lead a Short-Term Program, faculty may have questions about the financial portion of the class. This section will help address these questions. Contact the OGE Coordinator for additional support.

How does the budget work? How much do the students pay?

The budget for the course is initially planned by the coordinator in consultation with the faculty. Once research into local logistics and airfare has produced viable estimates, these figures are factored into an overall “budget worksheet”. All travel-related expenses need to be accounted for when creating the budget. ***Any required group activity (i.e. museum admission, group meals, tips etc.) must be included in the overall budget.*** Once all expenses are entered, the total expense amount is divided by 14 (the minimum number of students) in order to determine the estimated program fee per student. This figure is then rounded up in order to account for possible currency fluctuations, hotel cancellations, emergencies abroad, etc. Note: the final program fee will be determined once students have committed and all invoices have been received and paid for.

What’s covered for faculty?

In addition to your regular salary within load, a stipend of \$1500 + \$600 fringe is given to the faculty to be split. Contact your college dean to see about funding overloads. Your travel expenses are covered by the overall budget as well as the expenses of the second faculty/staff on the program. The budget may include the following on behalf of the faculty:

- Round-trip airfare (coach class, with the students) and luggage fees
- Single hotel room (*Sharing rooms with students is not allowed*)
- Airport transfers, taxi’s and local transportation when with the group
- All Meals (No alcohol)
- Entrance fees for any group excursions
- Transportation to and from the US airport
- Limited cash advance needs if required; gratuities, group meals, lecture payments etc.
- Insurance (CISI)
- The stipend and fringe when applicable
- Visa’s and immunizations when needed

When making the arrangements, please always keep “the bottom line” in mind. Not only is it not permitted to make alternate arrangements for yourself, such as dining elsewhere during group

meals or sleeping at a superior location to student accommodation, it reflects badly on you as a group leader. It is important to always keep your arrangements on par with those of the students. Keep in mind that all your expenses are charged to the students via the program fee. We encourage faculty leaders to solicit funds from their college or department. This can offset your expenses being charged to the students thus reducing the overall student program fee. The OGE does not provide funding. If you do not include the items in the budget, you will not get reimbursed.

Items not covered in the Student Program Fee

Certain items are typically not covered by the student fee but are included in the overall financial budget not only for the students who are applying for financial aid but also to prepare all students for the exact cost of the class. Passport fees, immunizations, non-group meals, luggage fees and roundtrip transportation to the airport are usually in this category. Students would pay directly out of pocket for these types of expenses. You don't want to be the "ATM" for students so prepare them for the outside costs.

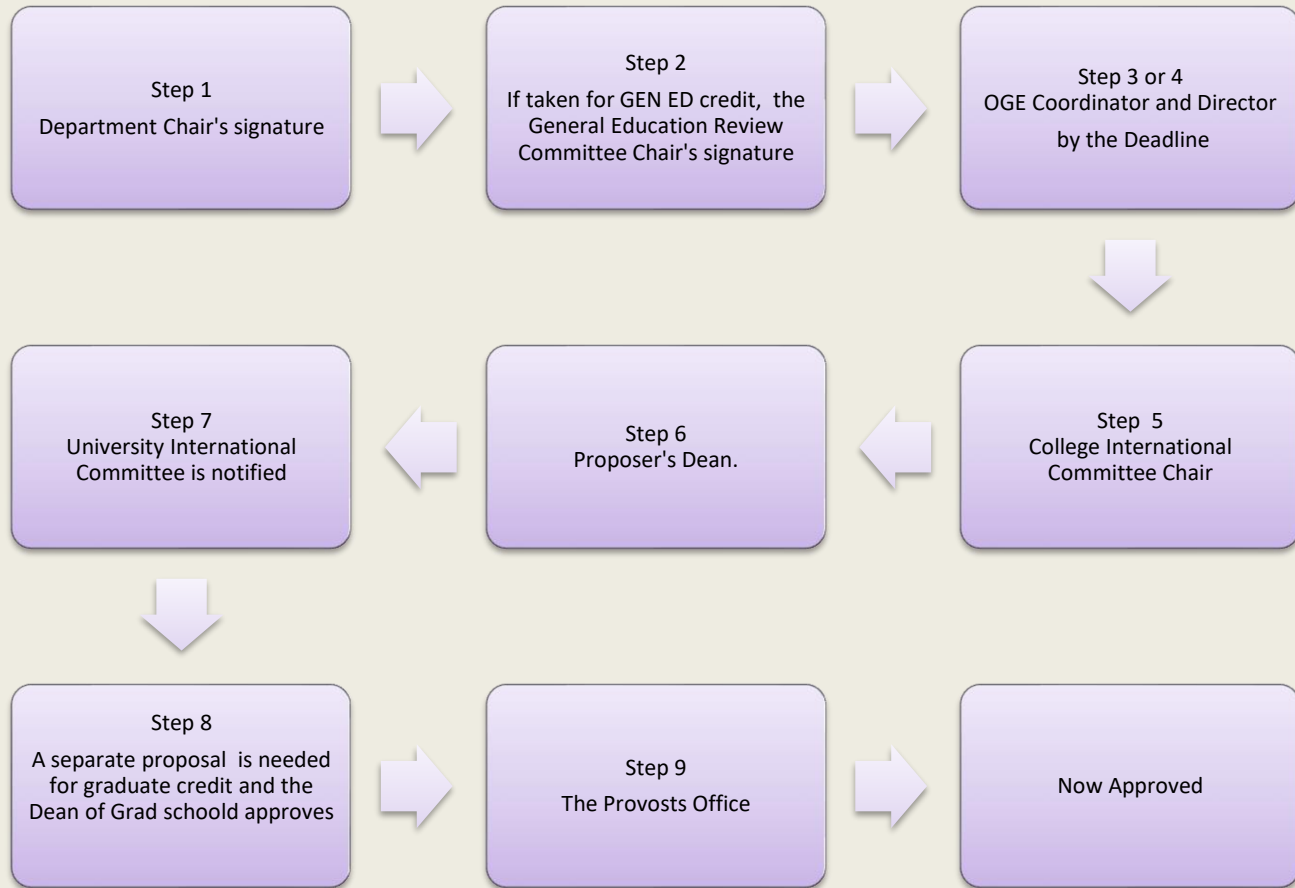
Budget Worksheet Template

Contact the faculty-led coordinator to get an example. The faculty-led coordinator will solicit multiple bids when items go over \$5000 as directed by UW-Wisconsin Systems purchasing guidelines. Contact the coordinator if you need help with the initial budget template. There are several fixed costs; an administration fee of \$225, contingency fee of \$50 and the CISI insurance.

Estimated Budget Contract for Students:

Students will receive an estimated budget that they can take to the financial aid office for an evaluation of aid disbursement for the program if eligible. Students will later sign off on this budget when accepted.

Flow Chart for Signatures in COURSELEAF



Once approved, you can begin promotion and marketing to students. Create a flyer. Contact the Faculty-led Coordinator for the next steps.

Note: The proposal process must be done every time you offer a faculty-led international course even if it was approved in previous years.

Coordination

University of Wisconsin Whitewater Policy Statement: The role of the Office of Global Experiences is that of administration. The OGE will coordinate limited resources in an efficient manner by avoiding duplication and to enhance the success of authorized programs.

Applications: The Office of Global Experiences will design the online application. It will contain an estimated fee based on the initial budget worksheet. Completed applications information will be given to the faculty for their approval. The OGE will do background and GPA checks.

Marketing and Promotion: The OGE will assist you in promoting your program to students. The coordinator is on hand to help with information sessions, student advising and classroom presentations. The OGE will help post your flyer on campus. You are highly encouraged to exhibit at our Global Experiences fairs each semester.

Application Deadline: The deadline for applying: Fall programs = first week of June., Winterim programs = second week of September, Spring = first week of December., and for summer – first week of March. You need to have at least 14 student applicants for the program to go. You as faculty can make the decision on how many more to take. The recommended cut off is 15-29 students for two faculty/staff on the program. You can close the program once you reach these numbers and begin a waitlist. If you don't receive at least 14 applicants prior to the deadline, then the class will not be financially viable to our students and will be cancelled. Occasionally with consultation with faculty and students, we will change the deadline or go with a smaller number of students if price permits.

Applicant numbers have been met and the class is “a go”: Congratulations! You have succeeded in recruiting enough students on your faculty-led program. The Office of Global Experiences will coordinate the acceptance and commitment process. The OGE will coordinate the registration and billing of the students. Students are enrolled and billed the majority of the estimate by the second week of the participating semester. The second billing will hopefully be the finalized one and that will be billed once all the invoices have been paid on behalf of the student, usually midterm. If initial budget estimate was accurate, then the total program fee should be very close to that. It's usually either a small adjustment above or below the estimate. The coordinator will work with you to approve the final bids. Students can initially contact the OGE with questions related to billing and funding.

Pre-Departure

Congratulations! Now you need to teach the course and the OGE needs to plan for the pre-departure meeting. You will know from the the coordinator what your cash advance will be (if needed) as well as travel expenses to report.

The Pre-departure Orientation Meeting:

Contact the Coordinator to schedule a mandatory pre-departure meeting for the students. This meeting will take place when all the students are available to meet for about an hour. The coordinator can meet some students individually if need be, but it is important to schedule the meeting when the majority of the students can make it. The Pre-departure Orientation meeting will cover:

CISI Insurance: Participants will receive the insurance card and a copy of the plan via email. The coordinator will go over the coverage and the necessity of having the mandatory plan. In this section, the coordinator will talk about prescription medication, body cycles effected by travel, sun, water and other health concerns including mental health abroad, etc.

Code of Conduct: The students signed this as part of their online application. The coordinator will go over what behavior is expected of students abroad and how they are bound by the rules of Whitewater and the judicial laws of the countries visited. In this section the coordinator will discuss alcohol and drugs, and the consequences of disruptive behavior.

FERPA Waiver: The coordinator will discuss this

University of Wisconsin System Uniform Statement of Responsibility, Release, and Authorization to Participate in International Education Programs.

Students sign this online, indicating they are fully responsible for their behavior and financial commitment to the class

Safety: The coordinator will discuss safety tips while abroad including; dressing and acting to blend in, public demonstrations and civil unrest, petty crimes. Students will learn how to avoid being a victim, walking around at night, safe keeping of money and other valuables. Students will be aware of the dangers of alcohol.

Money and Communication: The coordinator will recommend how to exchange and carry money, tips at the ATM etc. There will be a discussion on methods to communicate back home and when it is appropriate to do that.

Computers and Smartphones: The coordinator will discuss these devices and how they can distract from the immersion experience, in appropriate use and being targets for theft.

Luggage: The coordinator will go over the airline checked luggage and carry on rules, and general packing tips.

Immersion: The coordinator will discuss the importance of cultural immersion for the educational experience and will stress that this is not a vacation or a field trip. A discussion of protocols around guides and lecturers is included.

Upon Returning: The coordinator will discuss issues related to physical and mental health when returning to the U.S. Students will be expected to promote future programs by presenting on their experience. Students will be encouraged to build upon their experience and seek more international opportunities as they work toward being global citizens.

The Coordinator is open to suggestions on what to cover at the pre-departure meetings. The main goal is to inform and prepare the students on goals, overall group health and safety as well as some travel tips. Students will receive a packet of information.

The Faculty Leader:

The faculty leader is expected to inform the students of the logistics.

Itinerary: Give the students the most up to date itinerary. Let them know that “things happen” and the itinerary may need to be tweaked on site and you will immediately inform them if any changes occur.

Flight Information: Students will have the airline name, flight numbers and itinerary. Faculty needs to determine a meeting place at the airport if students are arriving their on their own. Get their cell numbers in case you need to call the late ones. Give them your cell phone number as well. If everyone is taking a bus to the airport, let the students know where and when they should be ready for the bus.

Hotel Information: This will be part of their packet.

Ground Transportation: This will be part of their packet

Observe: Observe your students carefully a few days prior to departure are they feeling anxious or depressed? How is their physical health? Working on this with students beforehand is better than dealing with it on site.

Class Content: Go over what the educational component is and reiterate to them what is expected academically in order to be successful with the international portion of the class.

Waiver: Occasionally students will want to travel later on their own or visit relatives etc. Students will want to contact the OGE about this. The OGE has a waiver for these students indicating UW-Whitewater is not responsible for them once the class is over. Students must attend the entire class including the international component. The student must be at least 18 years old. At least the faculty leader or the assistant must remain with the class until they reach the USA airport.

Sustainability

As we become more environmentally conscious, this must be applied to regular habits, which includes travel. It is recommended that “greener” arrangements should be considered while in the planning stages and the travel portion of the course. Faculty and staff leaders must lead by example to remind students to demonstrate responsible behavior towards the sites and communities visited.

Another aspect that we must take note of is to maintain fiscal sustainability. This is observed through having a minimum of 14 students per course, which is a reasonable number for determining cost estimates of accommodations, resources, and excursions. This is implemented to manage a balanced student roster while embarking on the travel portion of the class.

Risk Management

Risk management* is the identification, assessment, and prioritization of risks (defined as *the effect of uncertainty on objectives*, whether positive or negative) followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization of opportunities. * Wikipedia

Faculty will be required to attend a Leadership/Risk Management meeting with the OGE prior to departure.

While no one wants to be a “Debbie Downer” or jinx a program, it is very important to have a risk management strategy in place prior to departure.

UW-Whitewater has been very lucky in the past but other universities have not and here are some things that have occurred with students abroad. Please consider the following when preparing for your future faculty-led international course and student’s safety:

Mental Health and Substance Abuse: Are you prepared to deal with home sickness, depression, students not taking meds, bi polar disorder, schizophrenia, eating disorders and sociopathic disorders, alcoholism/drug addiction and withdrawal symptoms?

Physical Health: Are you prepared to deal with a seizure, broken limbs, allergic reactions, heart failure, brain hemorrhage, stroke, drug or alcohol overdose, sun stroke, dehydration, assaults and death?

Acts of Nature: Are you prepared to deal with an earthquake, volcano, floods, disease outbreak, heat wave, snow storm, pandemics and tsunamis?

Acts by Humans: Are you prepared to deal with terrorism, rape, robbery, bus accidents, falls, and toxic spills? Are you prepared to deal with students who get incarcerated for accused crimes committed while abroad?

Students going on international programs face many risks. You want to strategize an action plan in case of any unforeseen events. The better planned you are, the safer your students will be and the better position the University will be if any litigation occurs.

Action Plan: Develop an action plan. This can be as simple as creating a second list of contacts for you in case of an emergency involving a student. The Office of Global Experiences will register everyone with the US Embassy. Prior to your departure you can request a first aid kit from the OGE.

The OGE will provide faculty with a detailed packet including health forms and emergency contact numbers.

Risk Management Resources

- **Crisis Management in a Cross Cultural Setting**, Edited by Patricia A. Burak and William W. Hoffa.

- **The Rights and Responsibilities of a Modern University** by Bickel and Lake
- www.cdc.gov The Center for Disease Control and Prevention. This website contains health information by country
- www.nafsa.org/knowledge_community_network.sec/education_abroad_1/developing_and_managing/practice_resources_36/policies/guidelines_for_health/ This link from the NAFSA website is a must read on health and safety
- www.travel.state.gov Contains information US State Department warnings and advisories
- www.marist.edu/international/hoffa.html Contains information on promoting health and safety for international experiences.
- http://globaled.us/safeti/crisis_and_management/index.asp The Center for Global Education website, this is their “SAFETI” section with lots of information on risk management and safety.
- www.asirt.org Association for safe International Road Travel. Contains condition report and warnings on road travel.
- www.studyabroad.msu.edu/safety Michigan State’s webpage on safety.

On Site

The group travel portion will begin either at Whitewater with ground transportation to the airport or at the airport itself.

At Whitewater: Make sure all students who are taking the ground transportation are accounted for. Those who are not should be meeting you at the meeting place in the airport. Have them locate their passport. Call and locate the students who haven’t shown up yet. While on the bus, talk to the students and observe their behavior and demeanor. The leader and the assistant should separate, one at the back and one towards the front. If you are taking two buses, one should be on each bus.

At the Airport: Go to the designated meeting place that you had predetermined. Wait for all the students to arrive and call those who are late. Sometimes they will be waiting somewhere else at the airport. Check in together and walk the students over to security and immigration. Once at the gate students can roam the concourse until boarding. Discourage drinking at the airport and on the plane. While waiting, engage the students in conversation constantly observe them for signs of anxiety, depression, intoxication, etc. When boarding, make sure all your students have boarded before you have. Repeat this if you have to switch planes prior to your final destination.

Departure and In Flight: Continue engaging the students in conversation and observing them. Let them know what the process will be for customs and immigration when arriving. Please retain your boarding passes for your TER.

Arrival: Let the assistant find the baggage claim area. You stay behind while all the students get their carry-on luggage together and disembark the plane. Once at the baggage claim assist the students, you wait until everyone has their bags, just in case some are missing and the students or you have to file a lost bag report. Have the assistant begin taking the students through immigration and customs. Again you stay behind in case anyone has issues with customs and immigration. The assistant will find the transfer bus. On the transfer bus, you and the assistant separate one near the front and one near the back. If taking two transfer buses, one should be on each bus. From the time of arrival to the transfer bus can be a very stressful time. Be prepared for student “meltdowns” as they lose patience and are hungry, thirsty and tired from the long flight and lack of sleep due to excitement. If students were over drinking prior to departure, this is when their “hangover” begins.

Hotel Check in: Make sure the hotel has accommodated all the students before going to your room. Make sure the students know the “Hotel Key” rules and other rules at the hotel. Get all the room numbers and the names of students in each room. Let them know your room number and the assistants. Plan on a meeting after everyone has checked in, emailed their parents and relaxed a bit. Give them the hotel business card and a tourist map, usually provided by hotels.

Group Meeting: At the group meeting. Find out how the students are feeling. Reiterate your expectations of them and go over the itinerary and syllabus again. They should all have a copy. Let them know where they can go to exchange money, ask at the hotel desk if you don’t know. Find out where the nearest pharmacy is as well. Remind them to keep their passports in a safe location, preferably in a safe box in the hotel room.

Ground Transportation: The most common injury for students abroad is related to traffic accidents. Please keep this in mind when travelling with students. Find out from the driver what the road conditions will be like and prepare the students for that. Make sure everyone has had time to go to the bathroom prior to departure. Request the students to wear seat belts if provided. Motion sickness can really be a factor when navigating mountains or poor road and weather conditions. Again, if taking one bus you and your assistant spread out on the bus. If taking two buses (vans), one faculty/staff for each bus or van. Please engage the students and observe them. Homesickness and other issues may be bubbling to the surface at this point. Follow the same protocol if taking a train, public transportation, or domestic flight.

Academic Activities: These are mandatory by all students on the travel study. Make sure students are aware of the penalty for not showing up to the academic activities. This basically includes everything from site excursions to group meals since this is all part of the intercultural experience. Students’ showing up intoxicated is not tolerated. Student absences due to “hangovers” is not acceptable.

Group Meals: These are meals paid for through the student’s program fee and are part of the cultural experience. This is often the most challenging part for the students who are used to American food. Often their bodies will crave salt, fat, sugar and other food additives common in North American cuisine. These ingredients may not be in abundance on the menu at the restaurant you are choosing for the group cultural meals. Be prepared, meltdowns and an outright refusal to even try the food frequently occur. Let the students know ahead of time that this is part of the class as well and a poor attitude at dinner will reflect on their grade and the

group as a whole. Alcohol is not included in the meals, if students want to drink alcohol, they will have to pay for that on their own. Intoxication is not acceptable even on free time.

Hotel Check Out: Try to check out prior to the students so you can assist them if they have any issues at check out. Make sure all the students have their passport when checking out of the hotel.

Cash Advance: Gratuities, extra bank fees, group meals etc. Although we highly discourage having to bring cash to pay for services, sometimes this is unavoidable due to wire transfer fees when payment was made or because a vendor wasn't able to put an item in an invoice and payment in cash is required. These items must have been on the budget and you must have documentation when payment is made, either the vendor must provide you with a receipt or you write one out and have them sign it and staple their business card to it if possible. It is a good idea to bring a receipt book with you for this purpose. You can only spend what the cash advance amount is for so be very careful. Make sure you bring this part of the budget with you so you know what you are to spend it on.

Travel Expense Report (TER): Bring along the section of your budget that is for your TER. You will want receipts for all these expenses requiring them. You will only get reimbursed for the expenses listed on the budget and only if proper documentation is submitted. Please consult with the coordinator.

Airport Transfer: Please have the students organize their checked bag and carry-on so that all the items on the carry-on are allowed on the plane. Again, please have you and the assistant sit in different areas of the bus or if two buses or vans, ride separately.

International Airport Departure: At the Airport, check in together. Allow the assistant and the students to go ahead through security and customs you follow in case there are any problems you might need to deal with. While waiting for the flight at the gate, you could use this opportunity to have the students reflect on their travel study. When boarding, make sure all the students have boarded before you do.

Airport Change: If you need to change planes in the USA before your final destination, please direct the students and allow the students and the assistant to go through the baggage claim, US customs and immigration before you do just in case at any of these steps there is an issue with the students that you need to take care of. This part can be very stressful as everyone is tired and wants to go home. Often there are long lines and you have little time to get through before boarding the next plane. Let the students know how much time they have; frequently they look for food at the airport and could conceivably miss the connecting flight. Get them all on the plane before you.

Home Airport: Make sure students have a way of getting home from the airport if you do not have transportation provided. Often their parents or boyfriend/girlfriend will be waiting for them. Once they leave the airport or arrive at Whitewater with the designated transportation, you are no longer in charge of them. Now you can relax!

Upon Return

TER: Do not wait until later, **immediately** put all your receipts in order for your travel expense report. Submit everything to the Office of Global Experiences in a timely manner. Those who wait past June 15th risk being denied reimbursement! The OGE will do your TER. You look it over and electronically sign it.

- **Assessment:** Complete an evaluation and debriefing meeting with the OGE. Submit an incident report related to student behavior/activity/vendor mishaps/etc. while abroad. These reports are due in the OGE within 30 days of your return.

After you complete your faculty-led program, we hope you will consider some of the following activities

- Acknowledge gratitude to the vendors and international university contacts you worked with and want to work with again in the future.
- Participate in International Education Week
- Mentor other faculty interested in global experiences.
- Report to your Department & College/School regarding your international experience.
- Create a PowerPoint or other format for presentation.
- Share your experiences with students via classroom discussions.
- Participate in faculty forums and the OGE events to promote international learning experiences
- Submit photos to the OGE to put on the website and for other promotional media including our international photo contest.
- Review the student evaluations.

Thanks for leading a safe and academic short-term faculty-led international program!

Updated June 2021