



Center for **(CGE)**
Global Education

Applying to Direct a Short-Term Off-Campus Program

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Why Direct an Off-Campus Program?

There are many reasons you should consider directing an off-campus program. For example, directing an off-campus program:

- can enrich your teaching on campus and broaden its focus
- can support your current scholarship and expand its focus
- is a great opportunity to collaborate with and learn from a colleague
- gives you the opportunity to be a part of a transformative experience for students

The experiences you have and the new perspectives and knowledge you gain while abroad are likely to enrich your other course offerings. Whether by including a new geographic focus to course content, adding in resources encountered during development of your off-campus course or supplementing course materials with your own personal experiences, you may find yourself reimagining your on-campus courses following a program abroad. In addition, new disciplinary or interdisciplinary courses often evolve out of faculty participation in off-campus programs.

Some faculty gravitate toward programs that tie in with their scholarship interests, and thus the experience of directing a program may directly support your scholarship and potentially expand its focus. The program may generate new contacts and collaborations and provide access to resources “on the ground” that can enhance your scholarship.

Co-directed programs provide a great opportunity to teach with a colleague. Not only will you learn about your colleague’s area of expertise, but you’ll also have the opportunity to learn from each other about teaching. While this might not be the first benefit you think of when considering serving as a co-director, it can be one of the most lasting.

It can be very rewarding to watch students grow during, and as a result of, these off-campus programs. You will have the opportunity to observe first-hand their struggles and successes, and consequently may develop much deeper relationships than typically happens on campus. To be a part of a process that is often transformative for students is both exciting and challenging.

Following is a list of HWS faculty who have led short-term programs in recent years. We encourage you to use them as a resource.

Summer 2015

London – Rob Carson

Siberia – David Galloway

J-Term 2016

Panama – Jack Harris

Summer 2016

Guatemala – Brien Ashdown and Meghan Brown

Siberia – Kristen Welsh and Christopher Lemelin

J-Term 2017

Bali – Chris Hatch

Summer 2017

Cuba – Juan Liebana

Greece – Jim Capreedy

J-Term 2018

Chile – May Farnsworth and Leslie Hebb

Summer 2018

Kenya – Keoka Grayson

J-Term 2019

Ghana – Jack Harris

Summer 2019

Ecuador – May Farnsworth

Germany – Gabriella D'Angelo and Alysia Kaplan

India – Vikash Yadav

Mongolia – Darrin Magee

Siberia – David Galloway

What does a Faculty Director do?

The Role of the Faculty Director

Faculty who direct a short-term off-campus program assume a range of responsibilities beyond just teaching a course. The faculty director takes on many other roles, including overseeing the program budget, planning and participating in excursions, dealing with student housing and medical issues, and serving as the on-site representative of HWS. All faculty selected to lead an off-campus program will receive and sign the “Directors’ Responsibilities” agreement in which a full list and description of the various responsibilities of the faculty director is included.

Aside from the academic content of the program, directors will also be (in collaboration with the Center for Global Education) involved in establishing agreements with providers abroad, arranging excursions, and developing a program budget. In addition, given their knowledge of the location and the local institutions and personnel upon which the program will rely, directors are expected to provide a site-specific predeparture orientation session(s) for the group.

The faculty director bears great responsibility for the success of the academic program, for student safety and well-being, and for upholding the reputation of the Colleges. Students share in these responsibilities and sign a behavior agreement to this effect, as well as a waiver of liability.

The Role of the Center for Global Education (CGE)

The Center for Global Education is part of the Office of Academic and Faculty Affairs reporting structure and is comprised of the Dean of Global Education, Programs Operations Manager, Associate Program Manager (who has primary responsibility for short-term programs), Predeparture and Reentry Programming Coordinator, and Office Manager. CGE staff work closely with the Dean of Faculty and Provost who has overall institutional responsibility for the Colleges’ off-campus programs.

In addition to its involvement in program development, the CGE is responsible for advising students and faculty inquiring about programs, arranging program publicity, collaborating with partner institutions, and arranging program logistics. CGE staff work closely with faculty directors in student recruitment, conducting application review and admissions decision-making, and in helping to prepare students for their off-campus experience.

Guidelines for Short-Term Program Proposals

Please review the following guidelines when developing a program proposal:

1. **Short-Term Program Models:** There are two models the Colleges have approved for faculty-led short-term programs, to be offered either in the summer or during the “J-Term” (December-January):

A) Stand-Alone Model – In this model, the faculty director(s) offers an intensive 3-week course on-site in the off-campus program location(s). Such courses are expected to include the same number of contact hours as an on-campus course: assuming 45 contact hours this would entail offering the course M-F for 3 hours each day for a 3-week program.

The faculty director(s) would be expected to organize a series of pre-departure orientation sessions to prepare the students, both academically and in a cross-cultural sense, for their off-campus experience. Students might also be required to take a specific pre-requisite course or participate in a ½ credit Reader’s College in preparation for the program.

The same admissions criteria that we use for our semester-long off-campus study programs would apply – a minimum GPA of 2.5 (or for some programs a higher GPA as determined by the faculty director in consultation with the CGE), application essay (and interview if appropriate), and screening of disciplinary and academic records.

B) Integrated Model – In this model, the faculty director(s) offers an on-campus course and a study tour (of about 2 weeks) is grafted onto the course. The study tour may take place either before or after the on-campus component.

There are two options regarding credit for this kind of experience:

a) Students receive 1 credit for successfully completing the on-campus course and ½ credit for the study tour. Students would be allowed to take the on-campus course and NOT participate in the study tour (as is the case with a course such as “South Africa: An Orientation”). In such cases the faculty member simply would need to take note of this in terms of class discussions, assignments, etc.

b) Students would receive 1 credit for successfully completing the on-campus course and the study tour, which would not be separately credited - the travel component would be part of the course. In this model, the coursework in the on-campus course may be reduced proportionately to take into account the academic work required on the study tour. This model helps to ensure that students are held accountable for their performance during the study tour, which can be an issue if the tour takes place after the on-campus component is completed. (To ensure the on-campus course is accessible to all students, students would be allowed to take the on-campus course and NOT participate in the study tour; in such cases, alternative assignments would need to be arranged to make up for work completed during the study tour.)

2. **Program Length and Budget:** HWS short-term programs typically range from 2-3 weeks, depending on the model chosen. To keep these programs affordable for students, the maximum per student cost should be about \$3,500-\$3,750, excluding student airfare, administrative fee, and incidentals (in practice some programs have been quite a bit less). The overall budget (cost per student multiplied by number of students) must cover all program expenses, including faculty expenses/stipend (see #11 Faculty Compensation).

Program expenses to consider when preparing a budget: (USE [THIS TEMPLATE](#) IN PREPARING A BUDGET TO SUBMIT AS PART OF YOUR PROPOSAL):

- *Roundtrip airfare for faculty director(s)
- *Transport to and from destination airport for faculty director(s) and students
- *Visa fees (if required)
- *Student accommodations and any meals included
- *Faculty accommodations
- *On-site student and faculty transport
- *Excursion expenses and entrance fees; guides (if needed)
- *Cell phone/internet access for faculty director(s)
- *Classroom rental
- *Guest speaker fees
- *Insurance (students and faculty receive medical and evacuation coverage through CISI)
- *Faculty stipend

Extra expenses that students will incur above and beyond the program fees should be estimated but are not part of the budget that determines the program fees. These expenses would include roundtrip airfare, books, meals that aren't included as part of the program, recommended immunizations (if any), and the \$100 administration fee that HWS charges students for all short-term programs.

3. **Faculty Eligibility:** Priority is given to proposals from tenure-track faculty members. We particularly encourage applications from junior faculty and those who have not previously directed an off-campus program.
4. **Call for Proposals:** The Center for Global Education issues a Call for Proposals for short-term off-campus programs early each Spring semester. Proposals are solicited over a year in advance of the program departure date so that faculty directors are in place and have time to prepare for student recruitment prior to the program. Please see the Off-Campus Program Proposal (Short-Term) form for a full description of the proposal review and selection process.
5. **Student Eligibility:** Our short-term programs give priority to under-served populations i.e. those students who are unable to participate in semester-long programs for various reasons (financial constraints, athletic commitments, major requirements or other obligations). Students who have participated in a semester-long program or a prior short-term program will be considered but will be generally be given lower priority if there are more applicants than there are places on the program. Graduating seniors are eligible to

apply and may be admitted on a space-available basis. Students who have participated in a short-term program that has been offered in the past are ineligible to re-apply for the same program if the program is offered again at a later date. (NOTE: Regular financial aid that students may receive does not apply to short-term programs. The Colleges do provide additional financial aid specifically for short-term programs, which is allocated by the CGE in consultation with the Financial Aid Office.)

6. **GPA:** The minimum GPA for all programs is a 2.5. If there is a compelling reason for a higher GPA requirement, faculty should discuss this with the CGE.
7. **Location:** Proposals for short-term international* programs in any geographic location (in accordance with the HWS International Travel Policy) will be considered, with preference given to those proposals that will appeal to a broad range of students and those that can accommodate students in under-served curricular areas. Successful proposals will demonstrate an ability to attract a sufficient number of students to be financially viable. We typically encourage proposals for locations other than those offered as part of our semester program menu. However, proposals for short-term programs in locations where we offer semester programs are welcome if they address particular curricular needs and/or serve under-represented populations and would not compete with semester options.

*Although preference is generally given to international programs, proposals for programs based in the US may be considered if there is a significant, demonstrable cross-cultural component.
8. **Site immersion:** Successful proposals will include opportunities for students to engage in meaningful ways with the local population and environment. This may include homestay or integrated housing, a service learning component, field study opportunities, collaborative projects with local students/residents, teacher education placements, etc.
9. **Pre-and Post-Program Activities:** Successful proposals must also indicate what will be done to prepare students for their time abroad as well as what sorts of opportunities will be available upon their return to campus to enable them to reflect upon and process their experience. In preparing their proposals, faculty are encouraged to consult with CGE staff to learn more about the wide array of pre-departure and reentry programming offered by the CGE designed to enhance the students' academic and intercultural experiences.
10. **Program size:** The minimum number of participants required to run a program varies depending on factors like the program location and itinerary. The recommended number of participants is 15-20 with one director and 25-30 with two directors.
11. **Faculty compensation:** The stipend for faculty directing a stand-alone program is \$5000 and for those doing an integrated program it is \$2500. The stipend is included as part of the overall program budget and factors into the per student charge for the program.

12. **HWS Travel Policy:** In response to recent changes to the US Department of State Travel Advisory system, the Colleges have established new policy guidelines regarding international travel involving students (<https://www2.hws.edu/center-for-global-education/international-travel-policy/>). Those proposing to direct a short-term off-campus study program must review the State Department advisory information and rating for the country(ies) in which the proposed program will take place. Any proposal involving travel to a country rated as a **Level 2 or higher** must be reviewed and approved by HWS institutional risk management staff before it may be reviewed by the Committee on Global Education. For travel to countries rated as **Level 1**, only those that include travel to specific areas in those countries identified as **high risk** (often labeled as “Do Not Travel To” or “Reconsider Travel To” in the Department of State Travel Advisory) must be reviewed by risk management staff. Instructions on how proposals are to be submitted for review are included on the “Off-Campus Program Proposal (Short-Term)” form.
13. **Partner Institutions:** Due to risk management and on-site support considerations, we strongly encourage faculty to consider using a third-party provider to manage logistics such as transportation, excursions, lodging, and classroom space (if needed) in-country. The CGE maintains numerous partnerships and affiliations and can provide recommendations on reputable providers in many locations.
14. **Insurance:** Depending on the circumstances relating to any student travel included in a proposal, vendors and partner organizations utilized for travel or other purposes may be required to provide certificates of insurance that meet the requirements of the Colleges and their insurance carriers. Furthermore, any institutionally sponsored or affiliated travel is conditioned upon the Colleges’ ability to maintain sufficient coverage through our insurance carriers.

Questions to Ask When Preparing a Proposal to Lead an Off-Campus Program

In addition to the guidelines provided above, please consider the following list of questions from the NAFSA publication “The Guide to Successful Short-Term Programs Abroad” when preparing your proposal:

General

- What evidence is there of students’ interest for this program, including its location and content?
- How will this program be marketed? What student populations will be targeted?

Academic

- Is the academic rigor comparable to courses offered on campus? Does the course enhance or supplement, rather than duplicate, on-campus curriculum?
- What are the intended academic goals of the program? Are these goals feasible given the duration, resources and facilities available to students?
- Who is the intended audience for the course? Does the course have a broad enough appeal to attract a sufficient number of applicants?
- What are the academic advantages of conducting this course abroad? What are the advantages of the specific location proposed?
- Does the proposed faculty director have prior experience in this country or region?
- What library, computer and research facilities are available at the program site? Are these sufficient for students to complete assigned work?

Cultural/Logistical

- How will this program connect students with the local community?
- What is the nature and degree of exposure to the host culture and language?
- How will your pre-departure materials and sessions prepare students for the academic and intercultural experience?
- What is the nature of support services available to students? Have health clinics, hospitals and the nearest consulate or embassy been identified in case there is an emergency?

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