

Clackamas Community College Faculty-Led International Travel Handbook



INTRODUCTION

Thank you for your interest in planning and organizing a study abroad learning opportunity at Clackamas Community College. You are about to embark on an exciting endeavor that requires long-term planning and detailed time management. This handbook is designed to aid you in your organizing efforts and provide a basic understanding of the study abroad experience at CCC. It includes the policies and procedures that apply to international trips involving students and/or community members led and arranged by CCC faculty and/or staff. These policies and procedures do not necessarily apply to individual professional development or other kinds of travel. A successful international trip requires all faculty, staff, students, and community members register their travel with the college and follow the applicable guidelines documented herein.

CCC supports international travel for learning that strengthens the fulfillment of the college's mission which includes providing high quality education and training that is adaptable to changing needs while valuing diversity, empathy and respect. Our study abroad student learning outcomes further support this mission by providing the following:

1. Experiences of different cultures and perspectives
2. Exploration of opportunities for cultural exchange
3. Communication to the college community and beyond about globalization and its effects.

The Global Learning Committee (GLC) encourages you to engage in informal consultation and discussion with us, your department chair, and your dean after reading this and **before** submitting a formal proposal. We are here to help you design a program that will ensure the safety and health of students, employees, and community members by aligning your work with the priorities of the college and complying with applicable institutional laws and regulations.

We look forward to working with you!



BASIC STRUCTURE OF FACULTY-LED PROGRAMS AT CCC

Faculty and staff-led education abroad programs at CCC are programs in which instruction for a CCC course is held in whole or in part outside the U.S., usually in conjunction with a provider organization. A provider organization is an outside entity that coordinates the logistics of the trip once you reach the destination. Logistics include accommodations, in-country travel, lectures, meals, activities, and field trips. The focus of CCC's faculty-led model is on short programs, as these are the most feasible for the largest number of CCC students.

Provider Organizations

Contact the Global Learning Committee for the current list of providers.

Categories of Learning-based International Travel

- Credit-bearing courses that include a travel component
- Non-credit activity abroad
- Community Education travel abroad
- Co-curricular activity with travel abroad components.

For more information about program types contact the Global Learning Committee.



FIRST STEPS IN DEVELOPING A PROGRAM

Determine If This is What You Want to Do

Developing and leading an education abroad program requires a significant investment of time on the part of the faculty leader. While the GLC and provider organizations have responsibility for supporting program development and operation, the faculty leader has the *primary* task of recruiting students and must anticipate devoting a substantial amount of time to working with the GLC and provider to refine the program design and details.

Anticipate spending **at least** 100 hours on program development and recruitment activities in the 18 months prior to departure to ensure the program is organized successfully and meets required enrollment minimums. Students are much more likely to enroll in a program based on personal connection with the faculty leader, so your investment at this critical phase is usually related to whether the program ultimately does or does not run.

Teaching responsibilities abroad differ significantly from those on campus. The faculty leader offers guidance to the students, models appropriate cultural behavior and engagement with the program, coordinates with the provider staff regarding logistics, and serves as the contact and mediator between the college and the provider. While the faculty leader should always rely on the provider for help in managing student issues, they are also “on call” 24/7 during the program. Be aware that leading a program abroad means spending many hours a day in the company of the same group, during what can be a very intense transformational time for students.

Develop Your Program Concept

The academic content and course outcomes should be the primary driver of your program design, as it would be on campus. Further, consider how your course will benefit from and engage with the setting abroad, both from your own input (readings/projects you select, course content etc.) and the enrichment the specific location can contribute (guided visits to cultural and historic sites, guest lectures, community-based learning, visits to and discussions with members of local organizations, companies, etc.).

The provider organization will have a rich network of local contacts and expertise. If you postulate the conceptual outline of experiences, speakers, and visits you would like to include in your initial program proposal, the provider can help pinpoint and arrange the specifics in collaboration with you and the GLC.

Meet with the Global Learning Committee

Once you have a general concept in mind, arrange a meeting with the GLC who can review your concept, make logistical or operational suggestions, and help you prepare to submit your Intent to Lead a Study Abroad Program form.

Prepare and Submit the Intent to Lead a Study Abroad Form

The Intent to Lead a Study Abroad Program form is online and can be found here: <http://webappsrv.clackamas.edu/committees/GLC/index.aspx?content=additional-body>

After obtaining department chair approval, submit the form to the GLC for review and recommendations. The form must be approved by your Department Chair, Dean, and the Vice President of Instruction and Student Services prior to proceeding.

Vice President of Instruction and Student Services approval criteria includes the following:

1. The study abroad program does not distract from institutional priorities.
2. The study abroad program is sustainable and part of a plan to develop a long-term connection to a place or culture. The college's interest is in developing a limited number of deep connections for study abroad in order to encourage faculty and student exchanges and establish compelling opportunities for CCC students over the long term.
3. The program has a clear and compelling learning plan and rationale. The plan should include student learning outcomes and how they will be assessed, as well as ways the study abroad opportunity can support student career and/or academic goals. At a minimum, the plan should address how the following General Education Cultural Literacy Outcome will be assessed:

Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

4. There are need-based provisions to provide financial support to students, so that the opportunity is inclusive and accessible.
5. If non-students will be involved, there is a plan to create a connection between non-students and students in order to foster a learning community for all.
6. The study abroad program is self-funded, e.g., through grants or participant tuition and fees.

These criteria are not mandatory but will be taken into account in evaluating a study abroad opportunity:

1. The locale can support multiple departments and disciplines over time.
2. The design for study abroad is student-centered.
3. There are significant opportunities for cross-cultural understanding and interaction.
4. Service learning is built into the design.
5. Faculty are working with an appropriate partner organization. Examples of such organizations include non-profit or for-profit travel organizations, a US college or university, or another educational institution in the host country.

PROGRAM DESIGN CONSIDERATIONS

Program Length

Because so many CCC students have significant obligations outside the classroom, programs that are relatively short in length (2-6 weeks) are likely to be accessible to larger groups of students.

CCC students are often strong candidates for national study abroad scholarships such as the Gilman and the Fund for Education Abroad (FEA). These scholarships (and others) are geared towards under-represented students, community college students, and students with high financial need. The minimum program length to be eligible for Gilman funding is 2 weeks (14 days); the minimum for FEA is 4 weeks (28 days). Ensuring that your program is at least two weeks long will make it accessible to more students, but it is not mandatory for you to do so.

Time of Year

Summer is often the most logistically feasible term in which to offer a standalone program, for both faculty and students. On the other hand, summer is often the busiest time of year for provider organizations (thus there may be capacity issues for certain locations or program size), costs (for airfare, housing, cultural activities) tend to be higher, and summer tourist volume (particularly in high-profile destinations) may diminish opportunities for cultural learning.

Programs can be scheduled between terms, which can provide significant cost savings as well as greater opportunities for cultural immersion compared to the summer. However, timing constraints typically restrict program length (2 weeks or less), which may not be suited to some program goals.

If your program falls between quarters, make sure to communicate grading information with your students and the registrar. If you are giving students incompletes, make sure they don't interfere with the students' financial aid.

Education Abroad Program Course Design and Approval

Education Abroad Program courses are:

- CCC credit-bearing courses that follow normal processes and policies for curricular approval, grading, etc.
- Distinct academic and co-curricular experiences that have policy and process requirements that are unique to Education Abroad.
- Courses in the CCC Catalog that can be taught as Education Abroad program courses; no additional approvals are required.
- Courses that are not in the catalog and must be approved by the CCC Curriculum Committee.

A new course may be taught on an experimental basis (as a 199 or 299). Please consult with your Department Chair and Dean before designing such a class.

Minimum/Maximum Number of Participants

Programs must meet any minimum course enrollment parameters set by the offering department and deans. Discuss this aspect of your program with your department chair and division dean prior to submitting your Intent to Lead a Study Abroad proposal.

In addition, program budget considerations will be an important part of determining minimum enrollments. If the number of students enrolled is too low, it may not be possible to offer a program within the advertised fee. Determining these budget parameters will be an important part of the work that the faculty proposer, the GLC, and the provider engage in as part of developing the Intent to Lead proposal.

Finally, it is important to consider maximum limits on enrollment. There may be parameters set by the provider based on capacity. The additional demands on faculty time and energy and the importance of group dynamics are factors that should also be considered when determining a maximum enrollment. In general, the college recommends a ratio of one faculty or staff to ten students. Setting overall maximum enrollment levels should be a collaborative decision of the faculty proposer, the provider, and the college.

LOCATION, LEARNING OUTCOMES AND PACE

1. Where will your course be located? What is the correlation between the location(s) and the course objectives or outcomes?
2. Do you have contacts and connections to the local community to supplement lectures or local interactions? (If not, what types of support, guidance, and recommendations would you like from the provider for local experts?)
3. Which activities that are relevant to course goals and learning outcomes will you incorporate into the program?
4. How will you incorporate time for reflection? (Both your own as well as the students?) Will it be an individual endeavor or incorporated into a group setting?
5. How will you incorporate meaningful intercultural interaction and learning into the course and/or experience?



PROGRAM DEVELOPMENT TIMELINE

At Least 18 months prior to departure

1. Lead faculty and/or staff consults with the GLC about the study abroad opportunity.
2. Lead faculty and/or staff discuss study abroad plans with Department Chairs and Deans.
3. Lead faculty and/or staff completes and Intent to Study Abroad form to be reviewed and approved by the GLC, the appropriate Deans, and the Vice President of Instruction and Student Services.
4. Partner organizations are identified (and, if not already on an approved provider list, must be approved by the Vice President of Instruction and Student Services).
5. The Vice President of Instruction and Student Services informs the executive team about the opportunity.
6. A budget for the opportunity is developed, detailing institutional revenue and expense. Costs for students and other participants are outlined in the budget

At Least 1 Year prior to departure

1. A budget plan for the opportunity, including housing, airfare, and other logistics, is finalized and must be approved by the Vice President of College Services and the College's risk management officer.
2. In coordination with CCC Marketing and Community Relations, a communication plan is developed to include informing College Council, creating promotional materials for students and community members, and contacting appropriate venues for marketing purposes.
3. A clear plan for participant payment is identified. The Dean of Business Services signs off on the plan.
4. Minimum and maximum enrollment for the trip is determined. A plan for cancellation is put in place.
5. A risk-management plan is created, based on the college template. (See CCC International Travel Emergency Response Plan.) Provisions for participant health and travel insurance are noted and emergency contacts are identified. The Vice President of College Services signs off on the plan.
6. A participant study abroad guide is customized for the opportunity, to be available to participants upon registering.

At Least 6-9 Months Prior to Departure

1. Dean approves provisions for teaching the course, compensation, and workload.
2. Faculty and Chairs work with Registration to build the course.
3. Lead Faculty secures airline tickets.

At Least 3 months prior to departure

1. Registered participants attend a mandatory orientation meeting and receive CCC's Study Abroad Student Handbook, and any paperwork deemed necessary by the provider. The mandatory orientation meeting can be conducted by the provider, but the CCC lead for the study abroad program must be present.

CCC staff or faculty generate an accurate contact sheet and review critical information about the program, including but not limited to:

- Liability waiver
 - Travel requirement information, such as materials about obtaining a passport or visa
 - Health information, including insurance, vaccinations etc.
 - Travel insurance information
 - Learning goals and outcomes of trip
 - Itinerary.
2. Lead faculty receives CLERY training.

At Least Two Weeks Before Departure

1. Lead faculty gives all items requested in International Travel Emergency Response Plan, including traveler emergency contact information, insurance documentation, and liability waivers to the Vice President of College Services.
2. Lead faculty obtains passport photocopies of every traveler, and includes them with all other relevant traveler information to take with them on the trip.

During the Trip

Lead faculty will be responsible for the following:

1. Providing instruction and academic oversight for the duration of the program.
2. Working collaboratively with the provider to design and deliver in-country orientation.
3. Working collaboratively with the provider to facilitate cross-cultural development for students.
4. Working collaboratively with the provider to resolve student conduct issues and program logistical issues that may arise.
5. Working collaboratively with the provider to ensure 24/7 emergency and crisis management support in the case of health or safety issues arising for faculty, staff, students, and/or community members.
6. Ensuring that program administrative processes as communicated by the provider are completed in a timely manner.

Upon Return

Lead faculty will be responsible for the following:

1. Submitting student grades according to schedule.
2. Submitting all receipts for program expenses, as applicable, within 30 days of program end.
3. Submitting faculty leader's final report and evaluation of the program within 30 days of its completion.
4. Producing a report that is presented to the GLC (and others as appropriate, e.g., the Board of Education) that provides an overview of the trip, assessment results, and lessons learned.
5. Completing and submitting a CLERY report.

FACULTY COMPENSATION AND EXPENSES

Compensation for Instructional Time

Faculty teaching abroad will be compensated according to the usual contractual and campus guidelines.

For an "embedded" proposal, the course will be taught during a regular term and the activities abroad are simply part of the instructional work the faculty member does for that course; no additional salary will be paid for the instructional time abroad.

For a stand-alone or hybrid model of instruction, Faculty will be compensated according to normal procedures for that instructional time – depending on the instructor's contract status, time of year the program is offered, and the department's and campus' needs. Compensation may be factored as:

- Part of the instructor's normal workload (i.e. teaching the course abroad will replace teaching a course on campus),
- An overload, or
- An additional teaching assignment.

Workload is an important issue for the faculty leader to discuss with his or her faculty department chair and division dean **prior** to submitting an Intent to Lead a Study Abroad form.

Faculty Expenses

Faculty expenses associated with the program travel are ultimately covered by the fees paid by participating students and community members. Faculty will work to keep these fees as reasonable as possible.

The following expenses are covered for the faculty leader:

- Round-trip airfare between Portland and the program destination

Airfare is covered on a "least cost, reasonable economy fare" basis. Faculty wishing to make additional arrangements will be responsible for paying any difference between the least-cost airfare based on program dates and location and the airfare associated with their additional arrangements.

- Housing

The program provider arranges faculty housing based on the program design, available options, and consultation with the faculty leader. In general, housing is in close proximity to and of similar quality to housing provided for students in the program, although faculty will in all cases have private bedrooms not shared with students.

- In-country transportation

All transportation on-site related to the program (including transportation to/from the arrival/departure airport and all transportation related to program activities) will be covered for the faculty leader. Most costs will be covered by the program provider, but some costs may be paid out of pocket by the faculty leader and reimbursed by CCC upon return.

- Program activities

Costs for participation in program-required activities (for example, museum entry fees, cultural activity fees, etc.) will be covered for the faculty leader. Most costs will be covered by the program provider, but some costs may be paid out of pocket by the faculty leader and reimbursed by CCC upon return.

- Insurance

Comprehensive international insurance (including medevac and repatriation coverage) is included for all students and the faculty leader as part of the provider services.

- Meals

Meals are covered during the program dates and required travel to/from the program location. Where possible, meals will be included through the provider arrangements but where this is not possible, a reasonable allowance for meal costs will be calculated during the Final Proposal process and built into the program budget.



FACULTY DEPENDENTS

While bringing dependents on a faculty-led program is not prohibited, it requires careful consideration of the challenges and limitations involved, particularly in the case of relatively short programs.

General considerations regarding dependents

- Any costs directly attributable to a faculty leaders' dependents (such as airfare) as well as indirectly attributable (for example, a difference in housing cost between the accommodation that would be provided for an individual faculty leader, and accommodation requested for a faculty leader and his/her dependent(s) must be paid for by the faculty leader.
- The educational experience and wellbeing of students and CCC community members must be the first priority of the faculty leader.

Additional considerations regarding minor dependents

- Depending on the location and provider, some providers may not be able to accommodate minor dependents.
- Childcare for minor dependents is the sole responsibility of the faculty leader
- CCC policy does not allow for enrollment of minors under the age of 18 in education abroad programs; minor dependents of faculty leaders may not enroll in program courses and may not be able to participate in co-curricular/extra-curricular activities.

Within the proposal we ask if you are considering having dependents accompany you on the program. This should be discussed with the GLC prior to the submission of the Intent to Lead a Study Abroad form.

