

Policies on Faculty-Led J-Term Study Away Courses

Center for International and Cultural Education

Proposing a New or Returning Course

Proposals must demonstrate the suitability of the course to the college curriculum. Furthermore, they must provide a rationale for conducting the course off-campus by explaining the significance of the location(s) to the overall educational experience. The proposal shall provide a clear picture of the careful integration of course content and on-site living and learning opportunities.

Completed proposals (after approval of the department chair) are reviewed first by CICE staff members, then by the Global Engagement Committee (GEC). Additional information may be requested from the proposer during this review process. Once approved by the GEC, they are considered as Consent Agenda items (unless pulled from that agenda) by the Curriculum Committee and then the faculty as a whole.

Instructors adapting an on-campus course to be taught off-campus must submit a new course proposal with a course number different from that of the on-campus course.

Faculty members must have a back-up plan for their on-campus teaching if, due to low enrollment, the study away course is cancelled.

Both new and returning J-Term course proposals are due in mid-September of the academic year prior to the year of the proposed course (due date is posted each year on the Curriculum Committee [website](#)). The proposal is submitted via an online system found at the CICE website's [J-Term study away teaching page](#).

Proposal Review Procedure

- Proposals are due early in mid-September of the academic year prior to the year proposed for the course (16 months in advance of the actual J-Term in question). The CICE staff is happy to work with instructors throughout the development of a new course proposal.
- Following review by CICE, a new course proposal goes to GEC for consideration. GEC may request additional information about the course during the review process or request revisions prior to approval.
- If approved, the course then goes on to Curriculum Committee and from there to the full faculty, per the usual course approval process.
- Once approved by the Curriculum Committee, the course enters the intensive planning phase. CICE staff members work with faculty directors to begin planning course itinerary, logistics, etc. in earnest. As part of this process, the CICE staff members will put together a course budget and per-student fee. No budget is required in the course proposal.

Faculty Eligibility Guidelines

- All current Gustavus faculty are eligible to lead J-Term study away courses in their second or later year on the faculty. Applicants must be reasonably assured that they will remain on the faculty in the subsequent academic year.
- Administrators with appropriate credentials may also lead study away courses, but they must do so in-load if normally on contract in January, and their proposals required a statement of support from their immediate supervisors in addition to the approval of the relevant department chair or interdisciplinary program director.
- Retired faculty members who have emerita/-us status or research professor status may also lead J-Term study away courses. However, such individuals must satisfy the CICE staff members and the GEC that they will be committed to on-campus recruiting events and efforts.
- Former faculty members and former administrators who do not have research professor or emerita/-us status are **ineligible** to propose their own courses, though they may serve as faculty co-directors for eligible individuals (as defined here) or as Program Services Coordinators (PSCs) as defined in the [general policies on study away teaching](#).

General Guidelines

- Instructors should address how their course may appeal to students in departmental and interdisciplinary programs and how the course relates to existing programs in the same geographic area. Faculty members are encouraged to speak to area studies programs and their department chair in advance of submitting a proposal.
- Each course shall have a well-defined focus, whether disciplinary or interdisciplinary.
- Pre-requisites shall be appropriate to course goals.
- Instructors shall be mindful also of the intended audience(s), whether majors, non-majors, or both.
- The course proposal should include an accurate and complete summary of all activities associated with the course, including proposed experiential activities.
- Course instructors shall be familiar with the country(ies) included in the itinerary.
- Normally, J-Term courses are taught by an individual faculty member. A team-taught course may be possible contingent upon:
 - Approval of department(s) and the Provost's Office with regard to teaching loads. Consideration should be given to on-campus guidelines regarding student enrollment for team-taught courses.
 - A higher minimum enrollment must be achieved (see below).
- In the event a proposed study away course is cancelled due to low enrollment or any other reason, the instructor must have a back-up plan for an on-campus course.

Academic guidelines

- Courses shall have academic integrity and coherence. The relationship between course content and the course location(s) should be articulated clearly in the proposal and made evident to students throughout the application period and during

the course meeting dates. Instructors should give careful thought to the integration of course readings, lectures, site visits, and appropriate methods of evaluation.

- Courses shall normally combine experiential learning with more traditional academic learning. There are many different possible variations of course format.
- Courses shall address the intercultural context of the learning and engage students in a self-reflective and critical analysis of their own intercultural development and learning during the course. This expectation applies to both domestic and international courses. CICE provides an intercultural interventions toolkit for all faculty leaders and PSCs.
- From 2020, all courses **must** include one or more self-reflective writing assignments, though the specific format for such assignments is open (e.g., directed journaling, directed blog posts, self-reflective essay assignments, etc.). Faculty leaders are asked to retain copies of all enrolled students' work on one sample of a longer assignment, or a minimum of two samples of shorter assignments like journal entries. Ideally, at least one sample should come from the last week or so of the course (to reflect best the intercultural learning).
- The type and amount of work required of students shall be appropriate to the focus and level of the course and compatible with living and traveling conditions. The academic expectations of the course should be comparable to on-campus courses even if varying in the particular formatting of assignments/assessments.
- Students need to know in advance how they are to procure assigned reading materials (by purchase before departure, purchase at the study site, located in an online learning platform, or through the use of Gustavus and/or local libraries). When students are expected to carry out research projects, faculty should ensure that libraries or other research facilities are available and adequate. If English is not the language of the location of the course, careful thought should be given to how students will carry out their course work and interact with local populations.
- The time devoted to classroom or course-related activities shall be at least as much as for on-campus J-Term courses, and normally significantly more. Instructors should submit a preliminary daily schedule that outlines how mornings, afternoon and evenings will be spent. As a general guide, instructors normally schedule at least two of the blocks (i.e. morning, afternoon, or evening) during most on-site days with meetings or other group activities to take advantage of the off-campus site. While there is value in allowing students some unscheduled time during a course, this must be balanced with a structure that ensures that students remain engaged in course-related activities during the majority of their schedule.
- Means of evaluation shall be clearly stated, realistic, adequate and appropriate for the course.

Itinerary and Planning

Travel planning is handled by the CICE in collaboration with the course instructor and an external Program Partner, which handles all of the on-the-ground logistics. Please consider these guidelines in preparing the itinerary:

- Instructors should balance the academic integrity of the course, the logistics, and cost of travel. Instructors are encouraged to consider carefully the number of sites they propose to visit, their geographical proximity to each other, and the time that will be spent traveling between them.
- Instructors must make a good case for the amount of travel they propose, particularly for courses that will visit two or more specific study sites. As a general rule, the GEC recommends no more than three sites in any program week, and ideally no more than five in any two-week period. (The courses are not intended to be tours and are intended to allow meaningful engagement with any given study site.)
- The duration of a study away J-term course will be consistent with the length of the on-campus J-Term: no less than 20 calendar days.

Health and Safety

- The wellbeing of faculty and students on any travel course is of utmost importance. As you plan your study away course, you will need to provide a description of relevant risk management issues. Your proposal will not be considered until these conditions have been thoroughly explored.
- Please note that any immunizations or prophylaxis medications required for the location(s) included in the program are the responsibility of the individual faculty member. These are not considered reimbursable expenses.

Course titles and draft catalog statement

- The **promotional title** is extremely important for study away courses because they, unlike campus courses, require intensive “marketing” to ensure that they fill. The title must ‘sell.’ It should accurately reflect course content and themes while also getting students’ attention (ideally, capturing their imaginations) quickly. A typical promotional title has a 2- or 3-word, catchy main title, with a more descriptive subtitle. Examples:
 - Anxious Harvest: Farmers Facing Economic and Climate Change in Indonesia
 - Fantasy on the Fringe: Fantasy Literature, Folklore, and Social Justice in the UK
- The **transcript title** should reflect academic norms and conventions and may use a maximum of 22 character strokes, including spaces and punctuation. Examples corresponding to the two examples given above:
 - Anxious Harvest Indon [21 strokes]
 - UK Folklore & Fantasy [21 strokes]
- The **catalog description** shall include the main theme or focus of the course, and identify its main elements (such as readings, lectures, site visits, independent research, and how students will be evaluated). Examples corresponding to above:

- This course visits three different parts of the Indonesian archipelago – central Java, eastern Flores, and western Papua – to learn firsthand how farmers are adapting to cultural and climate change with sustainable agriculture approaches. In each location, students will meet with organizations and farmers who are facing the challenge of making a living from the land while facing complex political and social changes. Students will be expected to do reflective journaling to develop an understanding of the agricultural systems and to help learn how farmers and organizations are active participants in agricultural development and in adaptation to cultural and climate change.
- This course is designed for students interested in how the fantastic can provide a moral compass for the real. Fantasy and folklore provide an odd mirror of social reality, one that is at once distorting and hopeful. The quest to resist a great evil drives the narrative structure of much fantasy, which is why it appeals so powerfully to a deep-seated desire for social justice. In this course, we will consider examples of the fantastic in literature, folklore, art, museum exhibits, live theatre, significant folkloric sites, 'cabinets of curiosities' (and their successors), and UK pop culture (yes, even Harry Potter), while engaging with the cultural context of the UK through experiential learning. Students will synthesize their traditional and experiential learning through a series of short essays and three ethnographic engagement projects.

Course enrollment: minimum, maximum, checkpoints

- Per campus rules about course-enrollment minimums relevant to faculty teaching loads, study away J-Term courses should enroll a minimum of eight (8) students *per faculty member who will receive credit for teaching the course*.
- Note that, for budgetary purposes, a higher minimum enrollment may be required in some cases.
- The maximum enrollment is generally 18 students per faculty director or co-director (so, 36 students for a program with two faculty co-directors).
- Any requests for a higher per-faculty maximum enrollment number must be included in the proposal with a justification. Requests for minimum numbers below eight students per teaching faculty member must be sent to the Provost's Office directly.
- April 30 is the **priority deadline** for rising sophomores, juniors, and seniors who want priority enrollment in the course. By this point, GEC and CICE expect to see an enrollment of eligible participants with completed applications (possibly just missing the faculty recommendation) of at least 80% of the minimum-enrollment figure. Courses with less than this level of enrollment after the priority deadline may be cancelled.
- June 30 is the **final deadline**. Incoming first-year students and J-Term exchange students from other institutions may apply after the priority deadline. Returning students may also apply but no longer receive priority. By the priority deadline, each course needs 110% of the minimum enrollment (eligible participants with completed

applications). The extra 10% allows for customary attrition from the completed applicant pool.

Recruiting

- National research has very effectively shown that faculty-led courses are mainly successful, in terms of recruiting, when faculty leaders are very engaged in the process and excited about the program. Up to 85% of program participants listed “hearing about the program from the faculty member” as the reason they applied.
- All Gustavus study away faculty leaders play a major role in recruitment. You should expect to: give 5-minute presentations in your own courses and the courses of a number of your colleagues; visit student groups to make the pitch, as appropriate to your course themes; collaborate with CICE in the creation of fliers, electronic monitor slides, and other promotional items; use social media to promote your course; etc.
- All faculty are required to attend the J-Term Study Away Fair, a two-hour event usually held in March.
- CICE staff members will make every effort to assist you in recruiting and promotion but, again, the research supports the conclusion that faculty participation matters most.

Budget Policies

All approved J-Term study away proposals will be subject to budget considerations in consultation with the staff in the CICE. Please keep the following guidelines in mind:

- CICE staff members shall develop budgets in cooperation with selected Program Partners (as well as service providers and other partners).
- Instructor's salary and benefits are met through the operating budget of the College.
- Participating students pay the actual costs for the individual program including a per-student, pro-rated amount to cover the expenses of the faculty member(s) leading the program (including PSCs and/or on-site program staff hired by the Program Partner).
- It is expected that study away J-Term courses will operate within their established budgets. Faculty directors who exceed their budgeted allotments (when not doing so was possible) may not be eligible to lead future study away courses.
- Final course costs are established during the spring semester prior to the J-Term of the program. If possible, we publish the program fee prior to the J-Term Study Away Fair.
- All expenses must correspond to an expense line in the program budget as created by CICE. If new categories of expenses emerge, you must contact CICE before proceeding (except in emergencies).

Rolling Acceptance

Gustavus uses rolling acceptance for study away participation, which prioritizes students who complete their applications early. Faculty (Co-)Directors screen applications and make decisions as applications are marked “Ready for Review” by the Assistant Director. It’s important to process them in a timely fashion, as students deserve to know the decision

shortly after completing the application. This is important for many reasons, not the last of which is that, should you waitlist or deny applicant, they would still have time to consider another course. This policy means that FDs many not wait for the priority deadline in order to screen all applicants at once and then hand-pick only the best of all applicants. Submission of a course proposal constitutes agreement to follow this policy.

Student Selection Criteria

The selection of student participants for study away programs is handled in two phases:

- First, CICE screens all applicants for minimum Gustavus requirements for participation in a study away program.
- Second, Faculty Directors or Co-Directors screen applicants, often holding a short interview with each applicant considered for the course. Faculty members enter their decisions in the online Studio Abroad system.

The following criteria may be used by Gustavus faculty who are involved in approving students for J-Term or semester study away programs:

- Reason for choosing a study away program. Motivation for applying.
 - Academic reasons
 - Non-academic reasons
- Record of academic performance in related or prerequisite courses. (Note that CICE considers overall GPA and will consult with Faculty Co/Director/s for any petitions from students with GPAs below the minimum of 2.50.)
- All other things being equal:
 - Seniors and juniors have priority over sophomores;
 - Sophomores have priority over incoming first-year students;
 - Gustavus students will have priority over J-Term exchange and at-large non-Gustavus students
- Personal qualities/Interpersonal skills:
 - Maturity
 - Independence
 - Adaptability
 - Ability to interact with a group
 - Willingness to initiate and engage with intercultural opportunities
 - Ability to function in stressful situations
- Program-specific needs

Assessment and Final Reports

- **Student evaluations.** At the conclusion of the J-Term course, the CICE will ask students to complete an electronic evaluation concerning academic, intercultural, and logistical aspects of the course. CICE uses the results to suggest improvements for all future J-term study away courses.
- **Course assessment.** All J-Term study away courses are assessed (see Assessment Expectations, below) during the spring semester after the course runs. The results of these assessments become a part of the College's overall assessment records used

by the Higher Learning Commission, external review committees for CICE and J-Term, and other, similar purposes.

- **Faculty reports.** In addition, J-Term course instructors must submit the following:
 - A final **financial report** and all receipts (and Receipt Replacement Forms) to the Assistant Director of Study Away Programs, ideally **within one week of return to campus**. Note that we provide full instructions for those whose courses are approved to proceed.
 - A **narrative final Faculty Director Report** to the Director of CICE **by March 1**. Reports should address the following topics:
 - ✓ Name, dates and location(s) of the program
 - ✓ Overall description of the group as a whole (majors, class standing, language levels, etc.). Were students from Gustavus only?
 - ✓ Pre-departure orientation and preparation of students
 - ✓ Arrival logistics: Where did the students go and what did they do upon arrival?
 - ✓ On-site orientation: Where did on-site orientation take place and what did it include? Was it adequate in helping students adjust? Suggestions or ideas for the next cycle?
 - ✓ Academic program: description of courses offered, strengths, and weaknesses; recommended changes; influence of the away setting on the academic experience; attendance
 - ✓ Intercultural learning interventions: faculty perspectives on the intercultural learning potential and outcomes; what ‘interventions’ (pedagogical approaches) were employed; ideas for the next version of the program
 - ✓ Description of student and faculty housing and meal arrangements: Any issues with housing during the program? How were problems dealt with? Recommendations for improving the living arrangements of students?
 - ✓ On-site staff: Who were the other people involved in running the program and were they effective? Were there any problems with on-site instructors?
 - ✓ Issues concerning student health and safety; explain incidents that occurred or concerns. What health facilities, doctors, etc., did the students use? Were these services adequate? Did any issues arise in regards to the safety of students?
 - ✓ Excursions: Who led the excursions? Were the excursions part of the academic program or separate? Describe each excursion and provide recommendations for improvement.
 - ✓ Relationships with host institutions, host nationals: Were the students well received by host families, local students, the host institution and host nationals with whom they came into contact? Did the students contribute to the community in any way by volunteering, sharing information, or participating in local activities? Are there additional

ways that students in future program cycles could be integrated into the local community?

- ✓ Program finances/budget: Was the budget sufficient to cover program costs and were the arrangements adequate?
- ✓ Overall recommendations for the program in the future: Was the program a positive learning experience for you and the students? Are there any changes happening at the host university, institution, or site that may affect the program? What are your basic recommendations for program improvement? What should the next program director do differently? What can CICE and/or your department do differently?

Assessment Expectations

From J-Term 2020, all Faculty Directors and Co-Directors will participate in an assessment process involving reading samples of the self-reflective writing assignments from one or more J-Term courses (whenever possible, courses other than your own) and scoring the intercultural learning using a standard scoring rubric. CICE and GEC will plan one or more assessment meetings during the spring semester to accommodate this process.

Participation is an expectation of all course leaders. (If you anticipate being away for the spring semester, please contact the CICE director in advance of submitting a course proposal. Alternate arrangements may be possible, though we will likely still expect your participation.)

Wells Fargo Procurement Cards

- Your Wells Fargo procurement card is often how you pay for on-site program costs. The card will be activated for ATM use during the travel period only (and usually a few days before you leave, so that you can test whether it's working and you have the correct PIN).
- For the months of December and January, the Finance office will add the Assistant Director of Study Away Programs as a reconciler on your Wells Fargo card. This CICE team member helps reconcile any December charges pertaining to your program and generally handles the entire reconciliation for January. (Sometimes, the role extends into February, depending on the scheduling of J-Term). The normal reconciler status remains active for the administrative assistant in your department, and that individual may still handle reconciling for departmental charges (e.g., if you order a book or supply for spring semester while leading your course).
- The Finance office also makes the CICE Director your approver for your WF card charges for January only. Please note that the normal approver status (e.g., department chair) will not be active. CICE staff will coordinate with your department's administrative assistant to ensure that any departmental charges are reconciled. That said, please try to minimize or not create departmental charges during January when teaching J-term study away courses.
- CICE will provide expense tracking sheets for you (one for cash expenses, and one for direct credit-card charges). If you expend less cash than you withdraw, you will have

to repay the difference. If you expend more than you withdrew, you will be reimbursed for the difference.

Faculty Recommendation

Every application for a Gustavus faculty-led study away course or program requires one faculty recommendation from a faculty member who is NOT participating in the course as Director, Co-Director, or PSC. No exceptions.

Travel Arrangements

Both group travel and individual travel (students booking their own tickets in order to meet the faculty leader/s and/or site staff in a certain arrival window) are permitted. The following policies and information apply:

- For courses that begin and/or end on the Gustavus campus, group travel is required.
- Group flights are also highly advisable for destinations in which the average Gustavus student might be particularly challenged to navigate alone on arrival (e.g., airports in countries in which no English might be used for signage or announcements; airports that have elevated risks of theft and tourist-targeting crimes; etc.).
- When using group travel, at least one faculty leader or PSC must travel with the group in each direction.
- Group flights tend to be a bit more expensive to the students (which is a reversal from a decade ago). Individual students can access student airfare rates, while groups pay premium rates in order to hold enough seats at an advanced date. Airlines also seat many group participants in empty middle seats.
- When using individual travel, we will give the students clear instructions about arrival and departure windows. We also have a contract with STA Travel and can ask them to provide assistance to students with flights that meet the arrival and departure goals. They also allow students to purchase a ticket at the live daily market value (student rate) for as little as \$300 down, and then make payments, interest-free, until as late as 45 days before departure.
- Advantages of group flights include: everyone arrives (or doesn't) together – no possible separation of group due to one or two students missing connections on their individual itineraries; some of the more nervous students and their families may prefer this option; controls travel planning for courses that begin and/or end on campus; and includes the flight in the student fee, which better documents the amount as a student expense (though most students have insufficient remaining financial aid to cover the full costs anyway).
- Advantages of individual flights include: often costs less for the students; frees up the faculty members as well as individual students to travel elsewhere before and/or after the program dates or just to travel to the program site early or remain late; is much easier for students to use airline miles, buddy passes, and other discounts and to claim miles for their airline loyalty programs; and students have the STA option to buy airfare on payments without interest.

- When individual flights are selected, faculty members are expected to remain at the departure city/site for at least one day after the scheduled departure for students (just in case students face last-minute issues and need assistance).

Incident Reporting

All Faculty (Co-)Directors and PSCs are mandatory reporters, and all incidents must be reported. CICE staff will provide full details and instructions during faculty leader orientation sessions.

Passports and Visas

- Procurement of a personal passport is the financial and scheduling responsibility of the Faculty (Co-)Director(s) and PSC.
- The costs of applying for any entry visas required in order to operate the program will be included in the program budgeting. However, visas that were previously acquired for another purpose and remain valid for the timing and purpose of the program role are not reimbursable expenses. Where necessary (only when required), travel to a Consulate or Embassy within the US to apply for the visa in person is also an expense to be included in the program budgeting.
- Whenever possible, CICE and/or the Program Partner will assist the FD(s) and PSC in obtaining the visa. However, this is not possible for all locations, as visa application procedures and policies vary.

Plan B

All participating faculty members must have a 'Plan B' person identified to take their place if they are unable to participate at a late date (i.e., after it's too late to cancel the program) due to a sudden change in medical, personal, or other circumstances. The Plan B is not required at the time of proposal but will be required once the program has been fully approved.