



FORT HAYS STATE  
UNIVERSITY

# **Faculty-Led Study Abroad Mentoring & Development**

## **Policies and Procedures**

# Contents

Program Overview .....3

Study Abroad Mentoring Program Basics .....4

Timeline for Study Abroad Mentoring & Development.....5

Understanding the Tracks and Development Process .....6

    Tracks.....6

    What’s better? Homegrown Programs vs. Affiliated Program Providers .....7

    Which track are you eligible for?.....9

Development Process ..... 10

    Roles of the Faculty Leader and Mentor..... 10

    Resources for Faculty Leaders and Mentors ..... 10

    Phase I: Application for SA Mentoring & Program Development..... 11

    Phase II: Program Development ..... 11

    Phase III: Evaluation and Revision ..... 12

    Phase IV: Study Abroad Proposal ..... 12

## Program Overview

This mentoring and program development process is designed to support **faculty** in creating quality study abroad experiences for FHSU students. Managed by Global Affairs, faculty leaders who wish to host study abroad programs for academic credit will be paired with a mentor. Together, the faculty leader and mentor will develop a quality program and formal program proposal. The formal program proposal will then be submitted for approval by the Study Abroad and Exchange (SAE) Coordinator, General Counsel, and Provost.

This mentoring program is intended for short-term, study abroad programs that are offered **for academic credit** to current FHSU students at the undergraduate and/or graduate level; these programs may be offered domestically or internationally.

By participating in this process, faculty are incentivized with Work-for-Hire Contracts to support their development work. Pay is determined by the program track faculty will follow during development. This pay is not intended to be used for travel expenses; a separate process is used to request funding for faculty travel. The four-phase process of this program takes place **PRIOR** to submitting a formal Study Abroad Proposal. **Participating in this process does NOT guarantee approval for the program to be offered to students but will assist in efforts to achieve all program offering expectations.**

At the end of this process, the faculty leader will have the following documents prepared to fulfill the Study Abroad Proposal requirements:

- Program Description
- Companion Course Syllabus
- Preliminary Program Itinerary
- Preliminary Budget for Students and Faculty
- Payment Plans for Students
- Marketing & Recruitment Plan
- Health & Safety Plan
- Recommendation from Mentor
- Approval Letters from Department Chair (with completed program evaluation form) and College Dean

Alternatively, if faculty choose not to participate in this mentoring and program development process, they are still required to complete a formal Study Abroad Proposal (required components listed above; excluding Mentor recommendation) and receive approval for offering the experience from the appropriate parties, complete all necessary documentation in Tiger Travel, and participate in safety and risk management training. Because they do not participate in the program development process, these faculty may only request funds to support anticipated travel expenses. Faculty may complete the Faculty Travel Expenses Form, via a fillable

PDF located on the Study Abroad website, to receive funding for travel. Travel expenses must be funded at the department and college level, to some degree, in order to receive university-level funding.

## Study Abroad Mentoring Program Basics

1. All programs developed with Global Affairs must go through one of three quality assurance tracks in the program development process—track I (new homegrown programs), track II (repeated homegrown programs), and track III (affiliated program provider).
2. There are four phases to the mentoring and program development process: 1) application for mentoring and development, 2) program development, 3) program evaluation and revision, and 4) study abroad proposal submission.
3. All faculty must complete the Application for Study Abroad Mentoring and receive approval from their chair, college dean, and the assistant provost for internationalization and strategic initiatives (ISI) before mentoring can begin. The faculty leader will be notified by the assistant provost for ISI and their mentor when program development can begin.
4. Faculty leaders should apply to participate in mentoring and development at least seven months prior to the designated deadline for the study abroad program proposal. For example, all summer program proposals are due October 1; therefore, faculty should apply for mentoring no later than March 1. See the application deadlines below.
5. The mentor and faculty leader will find multiple templates (curriculum, budget, itinerary, etc.), developed by experienced faculty, to use as they build their study abroad experience on the FHSU Study Abroad website.
6. A maximum of 16 weeks is allowed for program development. The first 12 weeks are conducted by a mentor and the faculty leader. Following initial development, the faculty leader and mentor will present the developed program to the department chair and college dean, and other necessary departmental representatives. During the presentation, everyone will have an opportunity to review details of the program, ask questions, and recommend changes. A set of quality standards has been devised for this evaluation. Once all recommended changes (if any) have been completed, the department chair will complete a program evaluation form, and the chair and college dean will write letters approving the program offering.
7. Payment for the program, as defined in the Work-for-Hire contract, is made in two payments. One payment is used at the midpoint of the program development period, and the second payment is made at the end of the evaluation. The entire process should be 12 to 16 weeks in duration.
8. Payment is determined per program, based on the Track (I, II, or III). Track I development is \$2,000; Track II development is \$1,000; Track III development is \$500. If multiple faculty leaders are involved in the development process for a single program, payment will be split among the leaders.

## Timeline for Study Abroad Mentoring & Development

Minimum months prior to departure	Tasks
16-18 months	<ul style="list-style-type: none"> <li>Apply for FLSA Mentoring &amp; Development Program (academic credit-bearing programs only) May include, but not limited to: researching probable destinations, contacting affiliated program partners or institutions</li> </ul>
9 - 10 months	<ul style="list-style-type: none"> <li>Submit formal Study Abroad Proposal (see deadlines in Phase IV)</li> </ul>
8 - 9 months	<ul style="list-style-type: none"> <li>Launch marketing and recruitment in collaboration with SAE Coordinator</li> <li>Begin accepting participants/payments</li> </ul>
2 - 6 months	<ul style="list-style-type: none"> <li>Student course registration</li> <li>Collect required forms/info via Tiger Travel (agreements/waivers, health info, emergency info, copy of passport)</li> <li>Continued faculty training</li> <li>Submit Study Abroad Faculty Travel Expenses Request (if applicable)</li> </ul>
4 months	<ul style="list-style-type: none"> <li>Finalize/book travel, accommodation, programming</li> </ul>
2 months	<ul style="list-style-type: none"> <li>Determine viability of the program</li> <li>Required forms must be submitted</li> </ul>
1 month	<ul style="list-style-type: none"> <li>Pre-departure student orientation</li> <li>Order international travel insurance</li> <li>Register with U.S. State Department</li> <li>Final program itinerary submitted (if changed between proposal and now)</li> </ul>

Time of Program	Mentoring Application Deadline	SA Program Proposal Deadline
Summer	March 1	October 1
Fall	July 1	February 1
Intersession or Spring Break	December 1	July 1

## Understanding the Tracks and Development Process

### Tracks

**Track I: New Homegrown Programs.** This track is for faculty who wish to develop a study abroad program on their own, from the ground-up, and who do NOT use a third-party vendor for logistical planning. Faculty leaders are responsible for planning the curriculum, travel to and lodging at the destination, and excursions at the destination, among other logistics. Only faculty who are experienced international travelers should conduct Track I programs on their own. Payment for Track I development is \$2,000.

**Track II: Repeated Homegrown Programs.** This track is for experienced faculty who have offered the same or a similar homegrown study abroad experience in the past. This repeated experience does not require new curriculum development (though review is recommended), but requires the faculty leader to plan all program logistics (travel and lodging, excursions and activities, etc.). These faculty will have existing relationships and knowledge at the destination and are well-informed on the practices of planning logistics. Payment for Track II development is \$1,000.

**Track III: Affiliated Program Providers.** This track is typically for faculty who have *never* traveled internationally and who wish to lead their first program. In these cases, faculty should partner with an affiliated program partner approved by the Study Abroad Office (e.g., EF College Study Tours, Explorica, World Strides, and others). These providers help faculty with all logistical matters and can provide support with planning various learning experiences. Faculty leaders will work closely with the SAE Coordinator, who is the primary contact with these organizations to choose a provider and program. Faculty leaders are also responsible for developing a quality curriculum for the experience. Experienced faculty leaders may also use Track III development if they do not wish to plan logistics for the experience. Payment for Track III development is \$500.

### Additional Incentives

Regardless of track, additional incentives may be available for faculty leaders who provide transdisciplinary, cross-department, or cross-college learning experiences. For questions about this, contact the Assistant Provost for Internationalization and Strategic Initiatives.

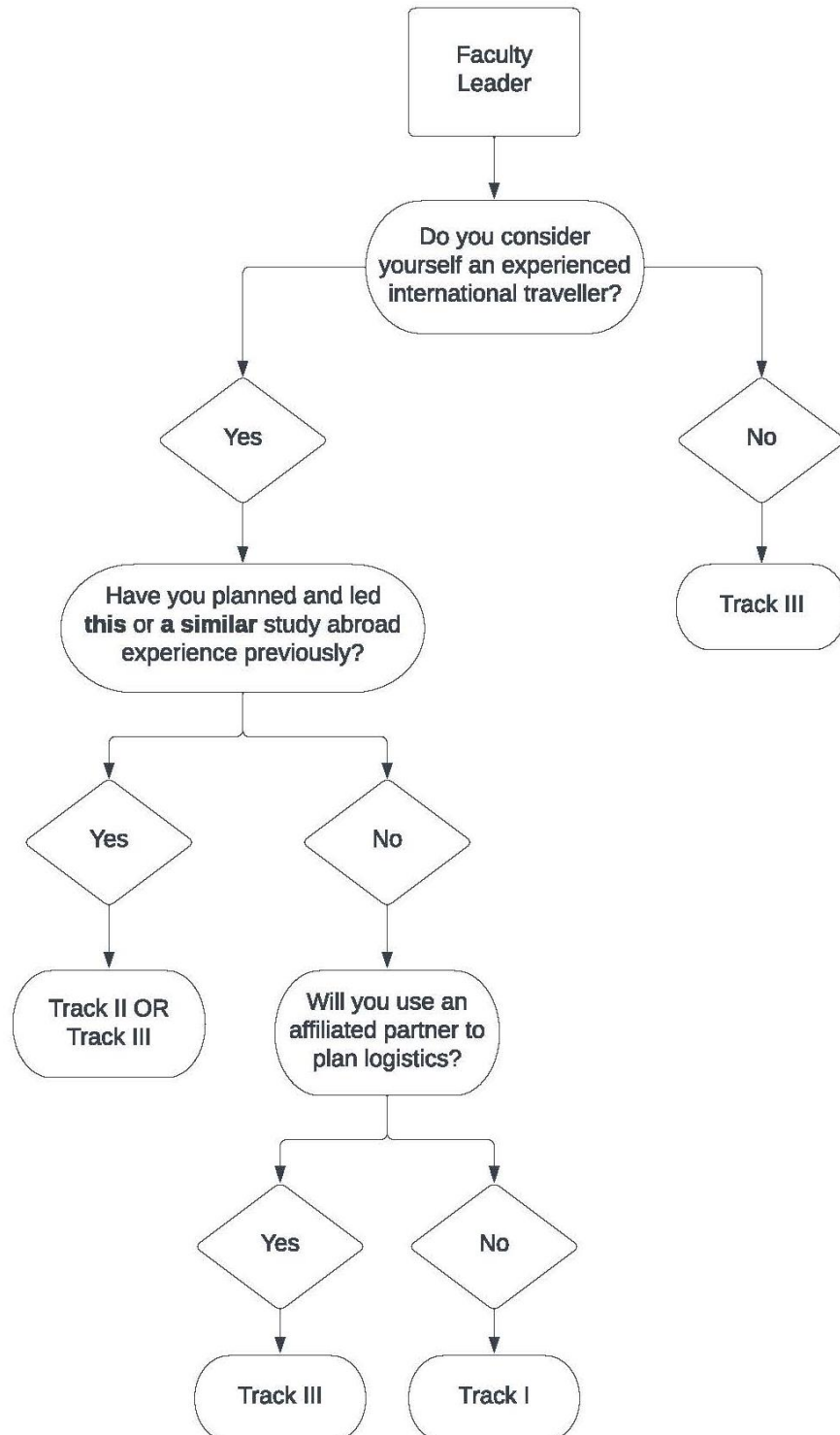
## What's better? Homegrown Programs vs. Affiliated Program Providers

<b>Homegrown Program Pros and Cons</b>	
<p><b>PROS</b></p> <ul style="list-style-type: none"> <li>• Mostly more affordable and accessible for students</li> <li>• Faculty have more control over travel, lodging, excursions, and activities at the destination.</li> <li>• Can be created as more academically challenging</li> <li>• Can be more personalized if faculty leaders are networking with international colleagues</li> </ul>	<p><b>CONS</b></p> <ul style="list-style-type: none"> <li>• More work and time commitment for faculty leaders and other FHSU staff to plan logistics</li> <li>• Requires previous international travel experience to develop a quality experience for students.</li> <li>• Working with international vendors can be cumbersome</li> <li>• All financial payments and transactions are handled and managed by the faculty leader and within the department</li> <li>• Faculty leaders are responsible for all health and wellness needs and contingency plans</li> <li>• Risk management is the sole responsibility of the faculty leader from departure to return of travelers</li> <li>• Limited access to local medical facilities and health and wellness supports for emergency situations</li> <li>• Booking flights, securing group travel insurance, and finding safe accommodations is the responsibility of the faculty leader. The Study Abroad Office does not assist with these tasks.</li> <li>• Greater financial liability for travelers for non-recoverable costs</li> </ul>
<b>Affiliated Program Provider Pros and Cons</b>	
<p><b>PROS</b></p> <ul style="list-style-type: none"> <li>• Access to an extensive global infrastructure, industry partners, community organizations, and vendors to help deliver a program that meets your learning objectives and innovative programming</li> <li>• Additional scholarships can be available through an affiliated program provider</li> <li>• Providers can offer professional marketing services to reach more potential travelers with integrated digital campaigns</li> <li>• Providers offer digital platforms for ease of planning, facilitating, and organizing all the traveler's needs in one location</li> </ul>	<p><b>CONS</b></p> <ul style="list-style-type: none"> <li>• Potential to be costlier for students</li> <li>• Possible limited selection of excursions and activities</li> <li>• Little control over daily itinerary and lodging selections, but preferences can be suggested</li> <li>• Some provider stand-alone programs can be less academically challenging unless customized to fit your curriculum</li> <li>• Customized programs require 6-12 months of advance planning</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• All curriculum needs and academic and cultural components can be customized when working with a program provider. Local on-the-ground experts can design a program that fits your needs.</li><li>• Some Providers can deliver curriculum, modules, instructional design solutions, and credentials to any custom program</li><li>• Providers can assist faculty leaders with pre-departure planning and orientation, program operation, and program evaluation upon completion</li><li>• Receive assistance from on-site experienced program directors</li><li>• Benefit from established emergency protocols with local medical facilities</li><li>• Most in-country logistics are taken care of by local experts that can facilitate a safe and well-executed program including lodging, meals, activities, excursions, and transportation</li><li>• Travel, lodging, excursions, and activities can be free of charge for faculty with a minimum number of students participating</li><li>• Ideal for first-time leaders and travelers</li><li>• Optional comprehensive travel and medical insurance can be purchased which includes emergency evacuation</li><li>• 24/7 risk management support and assistance for health and wellness needs is available</li><li>• Optional trip cancellation insurance can be purchased from most providers</li><li>• Payment plans are usually offered while the financial details of your program will be overseen by the provider</li><li>• Options for travelers to pay the provider directly can usually be arranged</li><li>• Personalized websites for faculty leaders may be available for easy enrollment of participating travelers</li></ul> |  |
|---|--|



## Which track are you eligible for?



## Development Process

### Roles of the Faculty Leader and Mentor

During the program development process, faculty leaders will:

- Follow the development timeline as agreed to in consultation with the mentor,
- Utilize best practices for education abroad using various resources provided by Global Affairs and the Study Abroad Office,
- With assistance from the SAE Coordinator, independently manage any tools or platforms deployed in the program development process which students are required to interact (e.g., Tiger Travel),
- Follow best practices to create, review, or modify study abroad programs in consultation with the mentor,
- Curate contents and activities that seek to help students achieve the learning outcomes for the experience, and
- Align with student learning outcomes and FHSU's mission of developing engaged global citizen leaders.

Mentors will:

- Work with faculty leaders to set up a practical timeline,
- Work with faculty leaders to create a program that aligns student learning outcomes with FHSU's mission of developing engaged global citizen leaders,
- Coordinate training and tutorials for tools and platforms required of the faculty leader,
- Act as the project manager to monitor and audit the developed program to make sure it is ready for final presentation and quality assurance review.

### Resources for Faculty Leaders and Mentors

Mentors and faculty leaders will use a variety of resources to aid in the development of the study abroad program. Resources to inform the study abroad program development process, include:

- Best Practices Resources; Selected eBook Library Sources (see Handbook)
- Tiger Travel Training and Tutorials
- Short-Term Study Abroad Handbook, and associated resources (templates for itinerary, budget, curriculum, and more).

## Phase I: Application for SA Mentoring & Program Development

A submission review schedule has been created to allow long-term planning and ensure resources are allocated in a timely and efficient manner. Global Affairs has set three annual review deadlines, based on the planned time for the study abroad program proposal deadline.

Time of Program	Mentoring Application Deadline	SA Program Proposal Deadline
Summer	March 1	October 1
Fall	July 1	February 1
Intersession or Spring Break	December 1	July 1

## Phase II: Program Development

Phase II is to be completed after Phase I approval, signing of the Work-for-Hire contract, and assignment of a mentor. Developing a study abroad program with the mentor is a collaborative process. Prior to the preliminary design meeting, faculty leaders should give some thought to the basic elements of the study abroad experience. The questions below are designed to get leaders thinking about these basic elements. Responses to these questions should be submitted to the mentor at least one week ahead of the first meeting.

- What is the discipline area of this study abroad program? If interdisciplinary, what fields of study do you want to include in the program?
- Has this study abroad program been offered before? If yes, please list the latest semester it was offered.
- Provide a list of student learning outcomes for the experience. Learning outcomes state what you want students to know or be able to do as a result of the study abroad experience.
- How does this program align to your department(s)' program curriculum? If it does not align with department curriculum, does it align with university-level curriculum (i.e., FHSU CORE General Education)?
- Provide the destination(s) where students will be able to achieve these learning outcomes.
- Do you know what kinds of activities you would like students to participate in while abroad? If yes, list those activities. If not, we will work through it together.
- Do you know how you will measure student learning outcome achievement? If yes, how? If not, we will work through it together.

During Phase II, faculty leaders will review safety and risk management plans, including insurance plans and crisis planning. Faculty leaders will also create a marketing and student recruitment plan in collaboration with the SAE Coordinator, and work with their department's administrative assistant to set-up appropriate

accounts for homegrown programming. The mentor and faculty leader will collaborate on a training schedule for each of these items.

### Phase III: Evaluation and Revision

Phase III is to be completed after Phase II, which lasts approximately 12 weeks. Following Phase II, the faculty leader and mentor will present the developed program to the department chair, college dean, and other necessary departmental representatives. During the presentation, everyone will have an opportunity to review details of the program, ask questions, and recommend changes. Once all recommended changes (if any) have been completed, the department chair will complete the program evaluation form, and the department chair and college dean will write approval letters for offering. The mentor will also be asked to provide a recommendation during the proposal submission process.

### Phase IV: Study Abroad Proposal

After completing Phase III, faculty leaders will submit a formal Study Abroad Proposal in Tiger Travel to receive approval to offer the study abroad program to students. The proposal includes the following documents, where were created through this development process:

- Program Description
- Companion Course Syllabus
- Preliminary Program Itinerary
- Preliminary Budget for Students and Faculty
- Payment Plans for Students
- Marketing & Recruitment Plan
- Health & Safety Plan
- Recommendation from Mentor
- Approval Letters from Department Chair (with completed program evaluation) and College Dean

Faculty leaders will submit their formal Study Abroad Proposal by the deadlines posted below.

Timeframe of Program	Proposal Deadline
Summer	October 1
Fall	February 1
Intersession or Spring Break	July 1

This proposal is approved or denied by SAE Coordinator, General Counsel, and Provost. **Only upon approval of the formal study abroad proposal should faculty begin recruiting students for participation.**