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**REQUEST FOR PROPOSALS (RFP)**

**Short-Term Faculty-Led Study Abroad Programs**

**New Programs for Calendar Year 2020**

**APPLICATION DEADLINE FOR NEW PROGRAMS FOR WINTER SESSION OR SPRING BREAK 2020: NOVEMBER 15, 2018**

**APPLICATION DEADLINE FOR NEW PROGRAMS FOR SUMMER SESSIONS I, II, III, FALL BREAK OR THANKSGIVING BREAK 2020: MARCH 1, 2019**

**SHORT-TERM FACULTY LED PROGRAM DESCRIPTION**

The Center for Global Engagement promotes and supports international education opportunities for faculty and students by administering well-designed and academically rigorous short-term faculty-led study abroad programs in many locations worldwide. Faculty, working collaboratively with the Center for Global Engagement, choose location, courses, and program-related activities.

Leading a short-term study abroad program provides an excellent opportunity to integrate experiential learning into course content by visiting local sites and utilizing local expertise. Whether at a world-renowned heritage site or exploring the streets of a city, lessons and illustrations are everywhere. Absorbing the context and background has a profound effect on how students understand the subject matter of the course. In addition to teaching the content of the course, however, faculty leaders on short-term programs also have the responsibility of mentoring students in a new environment, helping them to balance their personal adventures with their course responsibilities, and providing them with opportunities for processing and reflecting upon their experiences.

The College of New Jersey Center for Global Engagement facilitates the development of short-term, faculty-led study abroad programs that complement the campus curriculum and meet the strategic objectives of the college, schools, and departments. These programs are faculty-initiated and faculty-led opportunities that allow TCNJ faculty to teach TCNJ courses abroad. Study abroad is often a milestone in a student’s college career, and TCNJ relies on the participation of faculty to add cultural depth and meaning to the academic experience for students. TCNJ Short-Term Faculty-Led Programs are administered by the Center for Global Engagement in partnership with faculty, schools and departments, program providers, and host universities abroad.

The College of New Jersey encourages faculty to develop short-term study abroad programs to help students gain cultural competencies and work toward a sense of global citizenship in the 21st century. Short-term programs may be free-standing courses that make up part of a formal term (e.g. Winter or Summer Sessions) or off-campus trips that are embedded into Fall or Spring semester courses that meet on campus the rest of the semester.

The Center for Global Engagement has developed standardized guidelines for program development. Faculty seeking to lead a short-term study abroad program will work together with their departments, their school-level curriculum committees, the Liberal Learning Council (if desired), and the TCNJ Center for Global Engagement in order to develop a new program. New programs must be approved by the Global Engagement Council. GEC will seek input from the Crisis and Risk Management Working Group when considering a new program.

**PROGRAM CONSIDERATIONS**

1. Programs need to have the potential to garner enough student interest for 10-24 participants (numbers of students required will vary according to the program’s objectives and expenses).
2. Programs must be carefully planned, academically sound, and able to be priced to be attractive to TCNJ students.
3. Programs must be supported on the ground by approved providers. Providers new to TCNJ must be vetted by the Crisis and Risk Management Working Group.
4. Courses must be approved by the appropriate schools and departments and the Liberal Learning Council if a Liberal Learning designation is desired.
5. Preference will be given to programs that offer opportunities:
   1. in countries or regions in which TCNJ has little or no current study abroad programming,
   2. to students majoring in disciplines in which TCNJ has little or no current study abroad programming.
   3. for increasing the accessibility of study abroad, with particular emphasis on students of limited economic means and/or under-represented populations.
6. Program schedules will be determined by CGE and GEC based on TCNJ’s strategic priorities, the need to avoid too many choices in one location or too many offerings in one major or liberal learning domain at one time, the likelihood of recruiting enough students for the proposed program at the proposed time, and the possibility of curriculum initiatives requiring certain programs to be offered at certain times. Faculty-leaders’ preferences will be considered, but cannot be guaranteed.

**FACULTY LEADERS**

1. Proposals must be submitted by full-time tenured or tenure-track faculty who have been at TCNJ for at least a year.[[1]](#footnote-1)
2. Proposals must come from faculty who have experience and/or expertise in the proposed location.[[2]](#footnote-2) If a faculty member wants to propose a program in an unfamiliar location, the Center for Global Engagement has Program Development funds available to help support preliminary travel to vet that location.
3. Faculty leaders must be teaching on campus in the semester before departure, or otherwise demonstrate the ability to be available to recruit students effectively.
4. Faculty proposing a new Study Abroad program must have the approval of their department chair and the dean of their school. Their signatures indicate approval of the course as an offering of the appropriate school and department.
5. Number of Faculty Leaders

* Programs must have a minimum of two leaders, either two faculty who are team-teaching, or one faculty and one approved chaperone. Non-TCNJ employees who want to serve as chaperones must be approved by GEC.
* In exceptional circumstances, programs may have more than two Faculty Leaders, with the understanding that it will raise the minimum number of student participants needed to run the program.

**PROGRAM PROVIDERS AND HOST UNIVERSITIES**

The best practice in the field of international education is to employ the services of a professional program provider organization or to collaborate with a local host university. There are a number of well-established and trusted organizations and institutions that fulfill this function. Use of a program provider is desirable because of the following three key concerns:

1. All program logistics and costs are combined into a single contract, reducing the need to create individual contracts for each required service (accommodations, transportation, etc.). It also eliminates the need to select and vet multiple companies for each individual service, and it eliminates the need for Faculty Leaders to collect receipts or otherwise serve as a go-between in financial matters.
2. It reduces the logistical burden on the Faculty Leaders while in the field, particularly since most program providers include on-site support throughout the program period, leaving Faculty Leaders freer to focus on the curriculum, student life matters, and the intercultural engagement mission.
3. It significantly mitigates the liability of both the institution and the Faculty Leaders, as much of the program’s liability burden is transferred to the program provider.

The Director of Faculty-Led Programs in the Center for Global Engagement will provide support and assistance in locating an appropriate program provider for new programs.

**Expectations of a program provider**

* Strong network of resources including but not limited to:
* student and faculty housing
* transportation
* student and faculty services
* academic services
* Familiarity with local customs and culture
* Health and safety planning/implementation
* Assumption of legal liability
* Agreements/contracts in English
* Flexibility and accessibility

**Services typically arranged by a program provider**

* Local transportation, including airport pick-up and drop-off for group flights
* Accommodations for faculty and students
* Facilities (classrooms, labs, studios)
* 24/7 emergency plan and assistance
* Arrangements for all excursions and cultural activities
* Local staff on the ground

**PROCEDURES: APPLYING FOR A NEW SHORT-TERM FACULTY LED PROGRAM**

1. Course and Program Development
2. Faculty member(s) should consult with both the department chair and the Director of Faculty-Led Programs in the Center for Global Engagement before developing a proposal in order to determine if the proposed program will fit with TCNJ’s strategic goals, if the faculty member has the necessary expertise and experience to lead the proposed program, and if the proposed program is likely to garner enough student interest to run.
3. Programs containing new courses will need to participate in the appropriate course approval process in the Faculty member’s school. If a Liberal Learning designation is being sought, the LLC will also need to approve. A new course may run as a Topics class the first time it is offered, provided that the proposal and syllabus have been approved by the relevant department chair or curriculum committee and the dean of the relevant school. If the course is offered a second time, the course cannot run as a topics course and will have to be approved by the relevant curriculum committee.
4. The Director of Faculty-Led Programs in the Center for Global Engagement will provide guidance throughout the development process where appropriate.
5. Proposal
6. Proposals for Winter and Spring 2020 should be submitted to [cge@tcnj.edu](mailto:cge@tcnj.edu) by **NOVEMBER 15, 2018**, and proposals for Summer and Fall 2020 should be submitted to cge@tcnj.edu by **MARCH 1, 2019.**
7. Components of a Proposal

* Completed and signed Application Form
* Tentative Syllabus with Course Schedule and Program Itinerary. **Note:** The course may have gone through the course approval process prior to application, or it can be scheduled to run the first time as a Special Topics course with departmental approval. It can also be an existing course adapted for the study abroad experience, if appropriate.

1. Program Approval
2. The Director of Faculty-Led Programs in the Center for Global Engagement will share the completed proposal with GEC and with the Crisis and Risk Management Working Group.
3. The Risk Mitigation & Crisis Management Working Group will assess the risks involved with the program and provide a recommendation to GEC. During the risk assessment process, the Global Engagement Risk Officer may request that the Faculty Leader(s) meet with the RM & CM Working Group.
4. The Global Engagement Council will evaluate the proposal using the rubric attached at the end of this document.
5. The Chair of GEC will arrange with the prospective Faculty Leader(s) to present the proposal to the GEC at one of its regular meetings (1st & 3rd Wednesdays of each month from 1:30-2:50 pm).
6. After the Faculty Leader(s)’ presentation, GEC will either 1) approve the proposal, 2) provide the faculty with feedback and the opportunity to revise and resubmit, or 3) reject the proposal (Please note that program approval does not guarantee that the program will be scheduled for the next cycle. See p. 2, n. 6 **PROGRAM CONSIDERATIONS**).
7. Program Implementation
8. *Budget*: The Director of Faculty-Led Programs in the Center for Global Engagement will create a budget and share it with the Faculty Leader(s). During budget development, the fee for each student will be set, and a target number of students needed to run the program will be determined. Programs are self-funded and faculty expenses are folded into the fees charged per student, so minimum targets must be met in order to run a program. In addition, all programs need to generate enough surplus that reasonable unexpected expenses can be covered.
9. *Recruitment:* Primary responsibility for the recruitment of students rests with the Faculty Leader(s). The Center for Global Engagement will work with the faculty to develop a plan to market the program to TCNJ students (and outside students if desired). CGE will create marketing materials and provide other support, but normally, faculty will do most of the recruiting. Faculty will be asked to provide content for the program’s web page and to hold a minimum of two Info Sessions during the recruiting period. It is also expected that faculty will engage their faculty colleagues to promote the program to their students, either by in-person classroom visits or by distributing digital or print marketing on Canvas. Faculty also need to ensure their departments are highlighting their programs on social media.
10. *Administration*: The Director of Faculty-Led Programs in the Center for Global Engagement will coordinate communication with program providers and other outside vendors, negotiate contracts with all providers and vendors, prepare bid waivers for the Provost to take to the Board of Trustees, and arrange for payments to be made to all vendors.
11. *Group Flights*: The Faculty Leader(s) have the option of working with TCNJ’s approved travel agent to secure group flights for the students or individual flights for themselves. The Director of Short-Term Faculty-Led Programs in the Center for Global Engagement will provide guidance on this process if desired. Normally, group flights will be arranged at least 4-6 months in advance of the departure.
12. *Pre-Departure*: The Faculty Leader(s) will meet with students prior to departure to review materials necessary for a successful arrival at the program location, and all students will participate in Pre-Departure orientation conducted by the Faculty Leader(s) following the guidelines provided by CGE.
13. Program Assessment
14. Students are required to submit Program Evaluation Forms.
15. Faculty are required to submit a Program Evaluation and to meet for a debriefing with the Director of Faculty-Led Programs in the Center for Global Engagement upon their return.
16. All programs will be reviewed by CGE and GEC once they have run 3-5 times.

**FACULTY COMPENSATION**

1. *Instruction:* Faculty teaching Winter or Summer courses are compensated at the current adjunct rate. Faculty teaching experiences embedded into their Fall and Spring courses will not receive additional compensation beyond their regular salaries.
2. *Travel Expenses*: This section has been updated to conform to TCNJ’s new Travel Policy, effective July 2018.

Faculty must complete a Travel Request Form in Concur at least one week before departure. The form should specify all anticipated expenses. Chartfield and routing information will be provided by CGE.

**Expenses normally covered by CGE:**

* Airfare: economy, round trip from an area airport
* Travel to and from airports/points of departure
* Meal Allowance: Faculty Leaders and the Director of Faculty-Led Study Abroad Programs will jointly determine if the full federal Department of State Per Diem Reimbursement rate for their destination will be used. Using the full rate will likely have a major impact on the budget and mean that the minimum number of students needed for a trip to run will be higher than if a percentage of the Federal Reimbursement Rate is used instead.
* Housing: single room occupancy for each Faculty Leader
* Transportation and admission to all program-related activities, if not covered by a program provider
* Travel Insurance for routine and emergency medical, as well as disaster and political evacuation
* Additional money for contingencies in an amount determined in consultation with the Director of Faculty-Led Programs in CGE

Within 30 days of the conclusion of the program, faculty must submit their Travel Expense Report following standard TCNJ guidelines (<https://finance.tcnj.edu/travel/)>.

**TRAVEL COMPANION POLICY**

1. Any employee of TCNJ who undertakes to lead or chaperone a study-abroad experience must do so with the full and complete understanding that their duties in that leadership role take precedence over their obligations to any travel companions.
2. Minor children (under 18 years old) must be accompanied by an adult caretaker who is not associated with the leadership of the program as either faculty or chaperone. No students should ever be asked/expected to supervise a minor child, even in the event of an emergency.
3. Travel companions may accompany the group on excursions and other program-related activities if it is possible to accommodate them.
4. The employee bears full personal financial responsibility for any additional costs incurred on behalf of any travel companion, including but not limited to travel, accommodations, insurance, food, program provider fees, local transportation, and admissions to sites.

**EVALUATION RUBRIC FOR FACULTY-LED STUDY ABROAD APPLICATIONS**

Name of Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Applicant(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Items attached in accordance with RFP:

|  |  |  |
| --- | --- | --- |
| Application  Yes \_\_\_\_ No \_\_\_\_ | Tentative Syllabus  Yes \_\_\_\_ No \_\_\_\_ | Tentative Itinerary  Yes \_\_\_\_ No \_\_\_\_ |

Has/have the proposed course(s) been approved by the relevant dean(s) and chair(s)?

Yes \_\_\_\_ No \_\_\_\_

Score Definitions:

|  |  |  |
| --- | --- | --- |
| 1=None or minimally | 2=Some or moderately | 3=Significantly |

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent does at least one of the faculty leaders have experience in the region/country where the program is being offered? | 1  Neither have expertise or experience with the locations | 2  At least one has expertise but no experience with the locations | 3  At least one has both expertise and significant experience with the locations |
| To what extent have the leaders articulated their expectations for the ground support and experiential opportunities that a program provider or host university would offer? | 1 | 2 | 3 |
| To what extent does the itinerary offer relevant opportunities that fulfill the learning objectives of the course? | 1 | 2 | 3 |
| To what extent does the program offer opportunities for student to engage with the local population to promote intercultural learning? | 1 | 2 | 3 |
| To what extent does the program explicitly provide opportunities for students to reflect on their experiences? | 1 | 2 | 3 |
| To what extent is this program likely to attract TCNJ students who have historically not been studying abroad (i.e. disciplines, limited economic means)? | 1 | 2 | 3 |

1. In the case of a team-taught program, only one of the leaders needs to meet this requirement. The other leader may be new to TCNJ, less than full-time, or non-tenure-track, such as an adjunct. [↑](#footnote-ref-1)
2. In cases of team-taught programs, only one of the proposers needs to meet this requirement. The other leader need not have experience or expertise in the location. [↑](#footnote-ref-2)