



## CENTER FOR GLOBAL ENGAGEMENT

### REQUEST TO SCHEDULE SHORT-TERM FACULTY-LED STUDY ABROAD PROGRAM

FOR WINTER SESSION OR SPRING BREAK 2025,  
APPLICATION REQUEST DEADLINE: JANUARY 23, 2024

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: FEBRUARY 1, 2024

FOR SUMMER SESSIONS I, II, III, FALL BREAK, OR THANKSGIVING 2025

APPLICATION REQUEST DEADLINE: MARCH 8, 2024

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: MARCH 15, 2024

Please submit your completed application, including a syllabus from the last time the course was taught, via Faculty Process by the appropriate deadline. The schedule for Winter Session and Spring Break programs for 2025 will be announced by **March 12, 2024** and the schedule for Summer Sessions, Fall Break, and Thanksgiving Break programs for 2025 will be announced by **May 8, 2024**.

Based on current staffing levels, the Center for Global Engagement will be able to offer a total of 10 faculty-led programs during winter, spring, and summer 2025. CGE can support 8 established programs and 2 new programs. Depending on the number of requests to schedule previously approved programs and proposals for new programs that the Global Engagement Council receives, CGE may not be able to support all requests and proposals within a given year. Because the pool of proposals will look different every year, the Global Engagement Council (who evaluates these proposals) has not set a hard and fast rule for which proposals we will prioritize. Rather, GEC will take into account the following factors:<sup>1</sup>

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. Preference will be given to programs that offer opportunities:
  - a. for increasing the accessibility of study abroad, with particular emphasis on students of limited economic means and/or under-represented populations.
  - b. in countries or regions in which TCNJ has little or no current study abroad programming,
  - c. to students majoring in disciplines in which TCNJ has little or no current study abroad programming.
3. Program schedules will be determined by GEC based on TCNJ's strategic priorities. These priorities include:
  - d. Geographical balance. The aim is to offer as many choices in locations as possible.
  - e. Diversity of curriculum. The aim is to offer programs in as many majors as possible.

---

<sup>1</sup> This list has been abridged because programs eligible to be scheduled have already been approved as programs by the Global Engagement Council. For a full list, see the Request for Proposals (RFP): Short-term faculty-led programs, under subsections "Program Considerations" and "Faculty Leaders."

- f. Diversity of liberal learning options. The aim is to offer programs in as many liberal learning domains as possible.
- g. Financial sustainability of the faculty-led portfolio.

### **Program Leadership:**

One goal of GEC is to support as many faculty as possible to become involved in global engagement programming through the Center for Global Engagement. We welcome seasoned leaders to continue to offer programs, but we also aim to create paths for the development of new leadership. As such, we encourage faculty leaders for established programs to facilitate participation of colleagues who are new to TCNJ's education abroad programming. For example, a pair of established leaders may invite a third leader to observe a program. They would not be compensated for teaching the course, but their transportation, room, and board may be covered by CGE. Alternatively, an established program might pair a seasoned faculty leader with a new faculty leader.

Faculty leaders should be teaching on campus in the semester before departure (i.e. not on a sabbatical from the College). The reasons for this are that faculty are most effective at recruiting in person and there is mandatory faculty training that they must attend. In cases of team-taught programs, only one of the proposers needs to be on campus.

### **Program Implementation**

1. *Budget:* The Faculty-Led Program Coordinator 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.
2. *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 Information 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.
3. *Administration:* The Faculty-Led Program Coordinator and the Budget Specialist 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.
4. *Flights:* *There are no group flights* for Faculty-Led Programs. It is strongly suggested that Faculty Leader(s) work with TCNJ's approved travel agent to secure flights for themselves. When flights are arranged with the travel agent, the costs for the flights are charged directly to TCNJ. Normally, flights should be arranged at least 4-6 months in advance of the departure or as soon as the decision to run the program is made.

5. *Pre-Departure for Students:* The Faculty Leader(s) will meet with students prior to departure at least two times with one session dedicated to logistics and review of materials necessary for a successful arrival at the program location and another dedicated to intercultural competence and acculturation to the program location. The CGE Coordinator will either join the Faculty leaders for the sessions and/or invite students to a separate session for all Education Abroad students.
6. *Pre-Departure for Faculty:* Every year, the Faculty Leader(s) are required to attend a Pre-Departure Orientation conducted by CGE and other campus partners (student health, Inclusive Excellence, General Counsel, etc.). Failure to attend the pre-departure meeting may impact whether your program is scheduled in future years.

### **Program Assessment**

1. Students are required to submit Program Evaluation Forms. We ask that faculty ensure that a pre-departure Global Engagement Measure Survey (GEMS) assessment is completed and a post-program GEMS is included as a required assignment to complete as the program ends.
2. Faculty are required to submit a Program Evaluation and to meet for a debriefing with the Coordinator of Faculty-Led Programs in the Center for Global Engagement upon their return.
3. 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, unless it is a stand-alone course.
2. *Travel Expenses:* The Faculty Leader(s) must complete a Travel Request Form in Concur. The form will specify all anticipated expenses and include appropriate chart fields and routing information. Please consult the Budget Specialist in the Center for Global Engagement.

#### **Expenses normally covered by CGE:**

- Airfare: economy, round trip from an area airport
- Travel to and from airports/points of departure
- Meal Allowance: CGE staff will determine an acceptable per diem rate for the location.<sup>2</sup>
- Housing: single room occupancy for each Faculty Leader
- Transportation and admission to all program-related activities, if not covered by the program provider
- Travel Insurance for routine and emergency medical, as well as disaster and political evacuation, if not covered by the program provider
- Additional money for contingencies in an amount determined in consultation with the Faculty-Led Program Coordinator. Expenses must be program specific and do not include non-emergency items for students.

Within 2 weeks of the conclusion of the program, faculty must complete an Expense Report and submit their itemized receipts via Concur. No reimbursements can be made until an expense

---

<sup>2</sup> Concur will automatically calculate the U.S. Department of State Per Diem Reimbursement rate for the destination. Using this rate, however, has a major impact on the budget and increases the number of students required for a program to run. This goes against TCNJ's desire to make the programs as cost-effective as possible and thereby make them available to as many students as possible. Normally, therefore, an amount equal to about 30-40% of the federal rate is what will be supported in the budget.

report is approved and processed. Please consult with the Budget Specialist in the Center for Global Engagement before submitting you report.

#### **TRAVEL COMPANION POLICY**

---

1. Any employee of TCNJ who undertakes to lead or serve as a program assistant on 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. Faculty must make their own arrangements for family or other travel companions (travel, larger accommodations, etc.) TCNJ should not be invoiced for family expenses.

#### **Program Information**

PROGRAM TITLE:

PROGRAM LOCATION:

COURSE TITLE:

COURSE PREFIXES and NUMBERS:

(Note: if a course previously ran with a Special Topics number, it must be approved by the relevant school curriculum committee before it can run again):

COLLEGE CORE ATTRIBUTES OF EACH COURSE:

REQUESTED PROGRAM TERM:

ANTICIPATED PROGRAM LENGTH (number of days; please keep student cost in mind):

EXPECTED DATES:

COOPERATING INSTITUTIONS OR ORGANIZATIONS (such as a Program Provider or foreign university or other on-site organization in the host country/countries (if known):

When was the program originally approved?

When did the program run previously and what were the enrollments?

Will there be changes in the locations where the program will run (i.e., changes in countries, regions, or cities)? **Note:** New locations may need to be approved by the Risk Mitigation & Crisis Management Working Group.

Will there be changes in the learning goals or learning activities (ex. Including community-engaged learning or other activities designed to engage the local population)? **Note:** New activities may need to be approved by the Risk Mitigation & Crisis Management Working Group.

In our effort to understand the various ways faculty are integrating intercultural learning into their programs, please share some strategies you use to promote intercultural understanding and student reflection on their experiences. A list of global engagement outcomes which may be useful as a reference in guiding student reflection are included as an appendix to this document.

If you are proposing to lead two programs within a single academic year, please indicate which program you would prefer that we prioritize in creating a slate of programs for the 2025-2026 academic year.

---

## Faculty Leader(s) Information

Faculty Leader 1	Name:	
	Telephone:	Email:
	Academic Department:	

Faculty Leader 2	Name:	
	Telephone:	Email:
	Academic Department:	

Program Assistant	Name:	
	Telephone:	Email:
	TCNJ Unit (if TCNJ employee):	

Have the faculty leader(s) or program assistant led this program when it ran previously? If there is a new leader or program assistant, please attach a vitae or resume for this new leader or program assistant.

**Note:** New faculty leaders and program assistants need to be approved by the Global Engagement Council.

---

## Program Marketing and Recruitment

Note: It is the responsibility of the program leader(s) to promote the program with guidance and support from the Center for Global Engagement.

Which majors, minors, and other student groups do you intend to target while marketing your program?

What challenges do you expect in recruiting for this program?

What approach do you envision for advancing diversity, equity and inclusion as you recruit for this course?

Provide a brief summary of the program that can be used for the web site and other marketing materials. Include the academic topic, the location(s), excursions, cultural activities, and other highlights of the program (Summaries used in previous years can be modified and re-used).

#### **APPROVALS (Required to Submit)**

**Evidence (e.g., email) that the chair and dean of each faculty leader approve of this proposal must be submitted to Faculty Process as part of the application materials. This evidence for Fall and Spring Break trips, but optional for Winter and Summer programs.**

**To be completed by the Global Engagement Council:**

**Approved to schedule \_\_\_\_\_ Not Approved to schedule \_\_\_\_\_**

**Chair, Global Engagement Council**

## **APPENDIX: GLOBAL ENGAGEMENT OUTCOMES**

These were developed for the Center for Global Engagement by a working group consisting of broad representation of faculty and staff across the campus. The outcomes pertain to the study abroad experience. They are not discipline-specific knowledge learning outcomes, and they are not Liberal Learning Global outcomes.

### ***Cognition***

1. Examines the historical and contemporary roles, interconnects, and differential effects of human organizations and actions on global systems within the human and the natural world.
2. Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews.
3. Demonstrates knowledge of the complex elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.

### ***Introspection***

4. Recognizes new perspectives about own cultural rules and biases.
5. Initiates and develops nonjudgmental interactions with culturally different others.

### ***Application***

6. Recognizes linguistic and cultural differences in verbal-nonverbal communications and begins to negotiate a shared understanding based on those differences.
7. Demonstrates language proficiency and cultural understanding of a language community that is not their own.
8. Formulates practical solutions to global challenges that use at least two disciplinary perspectives.