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**REQUEST FOR PROPOSALS (RFP)**

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

**New Programs for Calendar Year 2021**

**APPLICATION DEADLINE FOR NEW PROGRAMS FOR WINTER SESSION OR SPRING BREAK 2020: DECEMBER 1, 2019**

**APPLICATION DEADLINE FOR NEW PROGRAMS FOR SUMMER SESSIONS I, II, III, FALL BREAK OR THANKSGIVING BREAK 2020: MARCH 2, 2020**

**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 various locations worldwide. Faculty, working collaboratively with the Center for Global Engagement, choose location, courses, and program-related activities. Studies have demonstrated that students who study abroad, even for a short-time, develop increased confidence and independence, enhance their problem-solving and leadership skills, gain in cultural awareness and self-awareness, and improve personal qualities such as flexibility and patience. These skills enhance a student’s ability to succeed in college and in a future career.

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 of the subject matter of the course has a profound effect on students’ understanding. The experience abroad also introduces students to other people and other environments and allows them to examine their own culture more critically. Faculty leaders on short-term programs will also be mentoring students in a new environment, helping them to balance their personal activities with their course responsibilities, and providing them with opportunities for processing and reflecting upon their experiences through the use of global engagement outcomes.

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, and encourage global learning. 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 Risk Mitigation & Crisis 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 Risk Mitigation & Crisis 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’ scheduling preferences will be considered, but cannot be guaranteed.

**FACULTY LEADERS**

1. Proposals should be submitted by full-time tenured or tenure-track faculty who have been at TCNJ for at least a year. The reason for this requirement is because permanent faculty have the best access to students and the greatest ability to recruit effectively for a program, and also because permanent faculty are more likely to repeat the program in future years. 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.
2. Proposals should come from faculty who have experience and/or expertise in the proposed location. The reason for this requirement is because the faculty are expected to introduce students to intercultural learning, and, in order to be effective, need to be familiar with the culture of the place they want to take students. 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. **Note**: The Center for Global Engagement has Program Development funds available to help support preliminary travel to vet new locations for faculty. The application form for Program Development Funds is available on the CGE web site under “Resources for Faculty,” or may be requested from cge@tcnj.edu
3. Faculty leaders should be teaching on campus in the semester before departure. The reason for this is because faculty are most effective at recruiting in person and also because there is mandatory faculty training that they must attend before departure. In cases of team-taught programs, only one of the proposers needs to meet this requirement.
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 Program Assistant. The Program Assistant will not teach, but will share in the management of the study abroad program both before and during the travel abroad. The Program Assistant’s travel expenses will be paid by TCNJ. Program Assistants may be TCNJ employees, but they need not be. Non-TCNJ employees will need to have a background check and must be approved by the Global Engagement Council.
* 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. All TCNJ Study Abroad Programs must be supported on the ground by approved providers. Providers new to TCNJ must be vetted by the Risk Mitigation & Crisis Management Working Group.

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 serve as a go-between in financial matters.
2. Program Providers reduce the logistical burden on the Faculty Leaders while in the field, particularly since they 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. Program providers significantly mitigate the liability of both the institution and the Faculty Leaders, as much of the program’s liability burden is transferred to the program provider.

**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

The Faculty Fellow in the Center for Global Engagement can help to identify providers who will be appropriate for a specific program.

**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. 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. If a Liberal Learning designation is being sought, the Liberal Learning Council will also need to approve.
5. The Faculty Fellow in the Center for Global Engagement will provide guidance throughout the development process where appropriate.
6. Proposal
7. Proposals for Winter and Spring Break 2021 should be submitted to cge@tcnj.edu by **DECEMBER 1, 2019**, and proposals for Summer and Fall 2021 should be submitted to cge@tcnj.edu by **MARCH 2, 2020.**
8. Components of a Proposal
* Completed and signed Application Form
* Tentative Syllabus with at least two global engagement outcomes in addition to your course learning outcomes (See appendix for list)
* 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 Faculty Fellow in the Center for Global Engagement will share the completed proposal with GEC and with the Risk Mitigation & Crisis Management Working Group.
3. The Global Engagement Risk Officer will assess the risks involved with the program, consulting with the Risk Mitigation & Crisis Management Working Group as needed, then 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. 2-3, n. 6 **PROGRAM CONSIDERATIONS**).
7. Program Implementation
8. *Budget*: The Faculty Fellow and 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.
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 Faculty Fellow and Faculty-Led Program Coordinator 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 Faculty-Led Program Coordinator in the Center for Global Engagement will serve as the liaison with TCNJ’s travel agent during this process. 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 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*: The Faculty-Led Program Coordinator will complete a Travel Request Form for each of the program leaders in Concur. The form will specify all anticipated expenses and include appropriate chart fields and routing information. Faculty will review the form prior to submission.

**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.[[1]](#footnote-1)
* 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

Within 2 weeks of the conclusion of the program, faculty must submit their receipts to the Faculty-Led Program Coordinator, who will file an Expense 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.



**SHORT-TERM FACULTY-LED STUDY ABROAD PROGRAM APPLICATION FORM**

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**APPLICATION DEADLINE FOR NEW PROGRAMS FOR WINTER SESSION OR SPRING BREAK 2021: DECEMBER 1, 2019**

**APPLICATION DEADLINE FOR NEW PROGRAMS FOR SUMMER SESSIONS I, II, III, FALL BREAK OR THANKSGIVING BREAK 2020: MARCH 2, 2020**

Submit this signed, completed application and a tentative syllabus with course schedule and program itinerary to cge@tcnj.edu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Academic Information**

Cross-listing of courses and offering both graduate and undergraduate options is recommended whenever possible to strengthen the applicant pool.

Course Name and Number[[2]](#footnote-2):

Number of units:

Requirements course will fulfil in a major or minor (if any):

Expected liberal learning requirements:

Prerequisites (if any):

Eligibility requirements (if any) for the program besides course specific prerequisites listed above, such as class standing, major/minor, minimum GPA (if higher than standard 2.5 cumulative).

Course Description: Provide a description of the program. Be sure to include the learning goals of the course and how the planned activities (cultural activities, guest lectures, field trips/excursions, group learning activities, research, service learning, community projects, or any other academic activities that will occur prior to, during, or after the program) will enhance the content of the course. Include at least two *Global Engagement Outcomes* (see Appendix) that the course will meet, and explain what activities/assignments are designed to help the student meet those outcomes. Include an explanation of the applicability of the location to the course and/or how the course is enhanced by the in-country experience. Describe ways the program will provide opportunities for students to engage with the local population to promote intercultural learning, and ways the program will provide opportunities for students to reflect on their experiences.

**Faculty Leader Information**

Faculty Leader 1

Name:

Telephone:

Email:

Academic Department:

Describe your qualifications to teach this program including expertise in your field and/or the host location/region. If the primary language spoken there is not English, please provide information regarding your level of fluency in the primary language of that country (Note: Language ability is preferred but not required).

Faculty Leader 2 or Program Assistant

Name:

Telephone:

Email:

Academic Department or TCNJ Unit (if TCNJ employee):

Describe your qualifications to teach or assist in the leadership of this program including expertise in your field and/or the host location/region. If the primary language spoken there is not English, please provide information regarding your level of fluency in the primary language of that country (Note: Language ability is preferred but not required).

**Program Information**

Program Title:

Program location(s):

Preferred program term (choose one): Winter Session, Spring Break, Summer Session, Fall

Break, or Thanksgiving Break

Are you flexible regarding the program term? If yes, please explain:

Preferred Program Length (number of days):

How often do you anticipate offering this program:

Will this program require students to meet specific physical demands to participate? Are there

elements of the program for which students might need special accommodations? If yes to either question, please explain.

List cooperating institutions or organizations such as a Program Provider or foreign university or other on-site organization in the host country/countries that you would like to use (The Faculty Fellow can provide advice if you have no preference).

What sort of housing options do you anticipate for students and program leaders?

**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?

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. Be sure to also include information about specific physical demands students must meet in order to participate, or if there are elements of the program for which students might need special accommodations.

**SIGNATURES**

Leader 1 (Faculty) Date

Department Chair 1

Dean 1 Date

Leader 2 (Faculty or Program Assistant) Date

Department Chair 2

Dean 2 Date

*To be completed by the Global Engagement Council:*

Approved \_\_\_\_\_ Revise with conditions listed below\_\_\_\_\_ Not Approved \_\_\_\_\_\_

Chair, Global Engagement Council Date

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

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

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

Items attached in accordance with RFP:

|  |  |  |
| --- | --- | --- |
| Completed ApplicationYes \_\_\_\_ No \_\_\_\_ | Tentative SyllabusYes \_\_\_\_ No \_\_\_\_ | Tentative ItineraryYes \_\_\_\_ 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 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 |
| Does the application incorporate at least 2 Global Engagement outcomes into the program design? Is there an explanation of what activities/assignments will help students achieve those outcomes? | 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 |
| To what extent does at least one of the faculty leaders have experience in the region/country where the program is being offered? | 1Neither have expertise or experience with the locations | 2At least one has expertise but no experience with the locations | 3At least one has both expertise and significant experience with the locations |

FINAL SCORE = (max 21 pts) \_\_\_\_\_\_\_\_

**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***

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

***Application***

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

**TIMELINES**

**Winter Session /Spring Break 2021**

December 1, 2019 New Program Proposal due to CGE

December 2, 2019-March 6, 2020 Risk Management Review, GEC Review

(No later than) March 6, 2020 Receive new Program Approval Decision

April 3, 2020 Winter Session/Spring Break Schedule Announced

**Summer Session I, II, III/Fall 2021**

March 2, 2020 New Program Proposal due to CGE

March 3-April 17, 2020 Risk Management Review, GEC Review

(No later than) April 17, 2020 Receive new Program Approval Decision

May 8, 2020 Summer Session/ Fall 2021 Schedule Announced

1. Concur will automatically calculate the US 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. [↑](#footnote-ref-1)
2. If the program consists of more than one academic course, please repeat this section for each proposed course. [↑](#footnote-ref-2)