

Handbook for Study-Abroad Directors

Centre College

General Section

Teaching one's discipline in a different cultural context to students you are traveling with and overseeing abroad has been and remains one of the most important and rewarding aspects of being at Centre for many faculty members. This handbook is designed to provide both new and veteran faculty information that will help them decide if and when they want to propose a CentreTerm course abroad or apply to direct one of Centre's semester programs in Strasbourg or Merida or co-direct the spring London program. General information for all off-campus programs is included in the first section, followed by information specifically relevant to CentreTerm (beginning on page 18) and semester programs (beginning on page 24).

Preparing Students for Abroad Programs

There is significant evidence that the more students know about a place before they study abroad, the more powerful and educational their experience is. At Centre, faculty members taking students abroad have at least three preparatory meetings with their groups. At least one of these meetings comes in the spring term very soon after the students are selected. Year-long Strasbourg and Merida directors, who will be away all of the following year, must necessarily have all three meetings during the spring term before they leave the country.

One excellent, authoritative, and short treatment of the current political/economic/governmental situation in any country is the 2014 edition of *Nations of the World: A Political, Economic, and Business Handbook* in the reference section of our library. The entry for each country gives the kind of up-to-date basic information in several pages that students will find especially helpful in understanding where they'll be. For example, even if a CentreTerm course is focusing on drama and math in ancient Greece, students who will be in Greece would profit from knowing before they go something about the financial crisis, the main political issues, and the education and medical systems of their host country.

Useful information about all countries is available on the US State Department website.

The College's Emergency Medical Coverage

The College EIA insurance policy, which covers the director and his or her immediate family, provides a safety net for serious medical situations abroad; this is especially important for students who do not have medical insurance of their own. The categories of coverage provided are accident and sickness (\$100,000 limit with a \$250 deductible), emergency medical evacuation and emergency family travel (\$100,000 limit), accidental death and disability (\$200,000 limit), and repatriation of remains (\$100,000 limit). For routine doctor visits and the like, the director can lend a student money to pay for the bill if the student understands that he or she must pay back the money lent.

The Oversight and Legal Responsibility of Off-Campus Directors

The oversight expected of Centre abroad directors is somewhere between the *laissez-faire* relationship faculty have toward students while on campus and the *in loco parentis* relationship colleges generally had toward their students a couple of generations ago. It is unreasonable to think that directors could monitor their college students at night as if they were in charge of a secondary boarding school. It is reasonable to expect directors to be attentive to their students' safety at all times and to enforce as well as they reasonably can the expectations about alcohol and other things discussed below.

One thing faculty directors should do is to learn enough about the laws and legal system of their host country to point out any important differences to their students.

All directors are covered for liability purposes under the indemnification by-laws of the Centre Board of Trustees. This gives legal protection to faculty directors against accidents over which they have no control.

The Study-Abroad Travel Clinic

The Center for Global Citizenship (CGC) organizes and runs two mandatory meetings for all faculty going abroad and their students before traveling. The first is the study-abroad Travel Clinic. Parson's Student Health Center has partnered with Drs. Brian Ellis and Jonathan Clark to come up with a state-of-the-art system to better ensure that you and your students stay healthy during your travels. Some sickness in a new climate is inevitable; the Clinic will minimize illness.

Students who will be part of your program abroad will respond to you more readily than they respond to the CGC for understandable reasons: they will be dependent on you abroad, and you will award their grades! The CGC will put the mandatory Travel Clinic on the Centre calendar and advertise it with signs in Cowan and around campus. But for getting students to attend the Travel Clinic, it's you they will listen to. If you are a CentreTerm or spring semester director, send an e-mail to your group as soon as *they return to campus in August* reminding them of the date for the required clinic; an e-mail from you is most likely to cause them to keep their schedules clear of the hundreds of *non-academic* things at Centre that clog it up and engulf students. The Travel Clinic cannot be repeated. If member one of your group has work-study then, your diplomatic phone call can almost certainly get them excused; if you run into problems here, perhaps the CGC can help soften some supervisor's misplaced rigidity.

As faculty director, you have the right to excuse a student from attending this "mandatory" clinic for reasons that seem to you sufficient. If you excuse any students from attending the clinic, advise them where they need to go to get the travel information and vaccines needed for their trip. (Parsons or the CGC will give you a list of these places.) As director, you will want to follow up with any students you excuse to ensure that they've gotten the educational material and vaccines needed for your program. Insist that excused students show you proof that they have actually obtained what they need, then notify both Parsons and the CGC that you are satisfied.

Students who miss the Travel Clinic, *whether excused or not*, must sign a waiver at the CGC saying that they missed the mandatory clinic but were given information about where to go to receive medical travel information and vaccines needed for their trip. The students' parents must also sign the waiver, which will be kept in the CGC.

To be sure, this system sounds a little complicated—but it has worked and will work to ensure that all Centre students studying abroad have the medical information and vaccinations most likely to keep them healthy during their travels.

Any student who does not attend the Travel Clinic and then does not sign the waiver will not be allowed to go on the trip.

The “Safety/Alcohol/the Director is God” Meeting

The second mandatory meeting for you and your students has been called the “no drugs/drink responsibly/the-director-is-God” talk. It always comes just before the end of the term and takes only about 30 minutes, giving you time to do a last pre-departure meeting with your group afterwards, if you wish. This can also be the drop-dead date for students to get you their medical and liability release/alcohol forms (see “Two Required Forms” below) if you still lack any by then—which you probably will. In 2014-15, this meeting for the 2015 CentreTerm and spring semester programs will be at 7:00 p.m. on Tuesday, December 9th in Weisiger theatre; the meeting for summer and fall 2015 students will be at 7:00 p.m. on Tuesday, May 7th, in the Vahlkamp theatre.

Two Required Forms

The College requires that each student studying abroad fill out a hard copy of our liability release/alcohol form and our medical form, which includes a question about psychological issues. Students who will be 21 by the first day of your program can read and fill out both forms themselves in just a few minutes; students who will not be 21 by the first day of your program must also get a parent's signature on the liability release/alcohol form. The medical form is a confidential document for your own information so that you won't be caught off-guard in case a serious medical situation occurs abroad.

We'll distribute both forms at the Travel Clinics, and also send you electronic copies you can send to students who misplace the forms. Both forms are also available at the CGC.

There's no need to carry all of those forms abroad with you, though you'll want to take with you one copy of the liability release/alcohol form and your notes you glean from the medical forms. Before you leave, bring them to the CGC where we'll store them and can scan any particular form to you should you need it abroad.

Psychological Issues While Abroad

As Drs. Ellis and Clark will mention during their Travel Clinic, students who are dealing with psychological issues at Centre are often better off waiting until their issues are resolved, or well under control, before studying abroad. The doctors recommend that no student who is currently changing medications or dosing go abroad until he or she—and his or her doctor—believe that the issue is well controlled. That said, there are students who study abroad each

term who are dealing with anxiety, depression, or other psychological issues. Because students are asked to note these conditions on their medical forms, you will usually—but not always—know well in advance that a student has had (or currently has) a potential problem.

Students are reminded to keep all medications in their original bottle and with them in their carry-on luggage.

If you discover that a student is having serious psychological problems while abroad, please do not hesitate for one minute to contact the CGC director who, working with professionals on campus, may be able to give you useful advice. Early intervention works best.

Alcohol Abroad

National studies have shown that American students drink more abroad than on their home campus, and also that alcohol is *the* most significant factor in serious problems students have while abroad.

All Centre students studying abroad sign a liability release/alcohol statement indicating they understand Centre's alcohol policy abroad. (See "Two-Non-Negotiable Rules for Safety Abroad" below.) If a student drinks irresponsibly—*as determined by you, the director*—you must impose at the minimum a \$100 fine; at the maximum, and with the approval of the CGC director, the student may be expelled from the program, in which case the student loses all academic credit in the program and receives no financial reimbursement. A middle ground between these two extremes that has been successfully used in the past is to have the misbehaving student sign a statement that he or she will not have any further alcohol while abroad; this statement is then sent to the student's parents as well as to the dean of students.

The reason for this alcohol policy is that irresponsible drinking abroad—even if done on the student's own time and using the student's own money—has been the cause of the vast majority of serious problems of students studying abroad, including death.

On campus, no Centre money may be used to purchase alcohol for students. The same rule applies abroad. If something totally unexpected were to occur that can be tied to alcohol purchased with Centre funds, even in a vague way, Centre would have a potential liability that it cannot and will not accept. Because it is made clear to all directors that purchasing alcohol with Centre money is not allowed, any program director who breaks this rule bears all legal responsibility for any alcohol-related problems that might result from this infraction. All 42 of the liberal arts colleges that comprise the Global Partners group (the Associated Colleges of the South, the Associated Colleges of the Midwest, and the Great Lakes College Association) have this no-alcohol-with-college-funds policy.

There is at least one non-legal and less important reason for this rule: using group funds for alcohol discriminates financially (and socially) against those students who do not drink.

Understand, please, that the Centre policy on alcohol abroad does *not* prohibit your students or you from ordering alcoholic beverages and drinking responsibly during group meals or at other times while abroad. The policy only prohibits you from using Centre money to pay for students' or your own alcohol and prohibits your students from drinking irresponsibly. (Advice: during group meals, don't let students put their alcohol on the group bill and pay you later; it's too confusing and increases your own potential liability.)

While faculty directors cannot and are not expected to monitor student behavior at all hours, they should make Centre's alcohol policy clear from the outset and by their own behavior emphasize the danger of excessive drinking abroad.

Fraternizing with Students Abroad

In any small, residential college, faculty become close to their students. You will almost certainly become much closer to your students while directing and teaching them abroad than you ever will become in Danville. In part, this is because while abroad, you are not only their teacher but also their counselor, their nurse, their advisor, their dean, their chaplain, their R.A., etc. This closeness between faculty and students abroad is one of the most rewarding things about Centre's abroad program.

There is, however, a caveat: while traveling with and living with students abroad, be especially careful to treat all students equally. It can be poisonous for group morale, for example, if you meet a small group of students in their off-time. There are no secrets when a group is abroad together. If you spend more time with a small group of students, the others will know it and feel left out. As the St. Olaf sheet on "Group Dynamics" states, "Always think of everyone in the group.... Invite someone along to that dinner who may not have anyone else to go with them.... Do your best to avoid behaviors which promote cliques."

Two Non-Negotiable Rules for Safety Abroad

Following potentially very serious incidents in Merida and Strasbourg during the 2013-14 year, the Off-Campus Programs (O-CP) committee approved the following two rules for all Centre study-abroad programs:

- 1. If a student uses alcohol irresponsibly, as determined by the program director, the minimum fine will be \$100. The director may also require that the student sign a statement saying that the student will not have alcohol during the duration of the program, and both the student's parents and the Centre dean of students will be informed. If the alcohol infraction is serious enough and the program director and CGC director agree, the students can be dismissed from the program without any academic or financial credit.*
- 2. If a student is out at a bar or club after midnight alone—that is, without another Centre student— or is left alone, the program director and CGC director will together decide on an appropriate punishment, including the most serious one of dismissing the student*

from the program without any academic or financial credit. Students who leave another student alone after midnight will also be subject to disciplinary action.

Dismissing a Student from an Abroad Program

Abroad directors have the right to dismiss a student not only for the two items above but for other reasons, without appeal, after consulting with and getting agreement from the CGC director. Once the faculty director and the CGC director dismiss a student from the program, the faculty director has no official responsibility for that student. The dismissed student may not continue to reside with the other students, may not have any further contact with students on the Centre program, and must find a way to get home and pay for it. Happily, this situation is extremely rare, having happened only twice for three thousand or so Centre students who have studied abroad during the past dozen years.

Grades and Tactics for Avoiding Grade Inflation Abroad

Grades are due at the same time on-campus grades are due. After the average grade given in some abroad courses was very high—higher than 3.3 or even 3.4—, the O-CP committee asked the CGC director to report to them the average grade given by all Centre faculty abroad, including our adjunct faculty members. The CGC director therefore reports the average grade of each abroad course to the O-CP committee at its first meeting of the year. The OC-P is concerned that every Centre course abroad is academically rigorous and can never be seen as an easy B.

To steel your determination to use the full range of Centre's grades abroad, consider some average grades recently given by our faculty in upper-level courses abroad: an abroad econ class, 3.001; an abroad government class, 3.112; an abroad Chinese studies class, 3.002; an abroad art history class, 3.122; an abroad theatre class, 3.187.

Grade inflation abroad is a problem at many other institutions. Why? Because overseas directors are with students 24 hours a day and have the opportunity to relate to them in a more personal way than is usually possible on campus. Some of your students will assume that if they show up for everything and are interested in what's going on, they will receive a B or—very worst case—a B-. Some useful study-abroad assignments, such as having students keep reflective journals, can mislead students into believing that they're doing superior work when they are doing only good or average work. (As was pointed out in a recent faculty meeting, the majority of students believe they're in the "top third" when it's statistically impossible for most students to be "above average.") Here are a few tactics past CentreTerm directors have used to prevent those awkward, post-course grade conferences with distraught students:

- The more preparatory work students do, the more likely the class will seem satisfying and academically worthwhile to them, rather than simply a "neat travel experience" where they had "lots of fun." Focus their attention on their upcoming international experience by having them complete reading and writing assignments during the summer and/or during the three-plus-week Christmas break. Any test they take or paper they submit before leaving can be graded in a way they understand, and they'll be more intelligent participants during their

time abroad. Be sensitive to the fact, however, that during a regular term, your students will be taking a full load of courses; any preparatory assignments you give them then should require minimal time so as not to interfere with their regular courses.

- If you have students do oral reports as part of your course, do a thorough critique with the entire class of the first ones, specifying the letter grade rather than saying “good job.” Abroad students sometimes assume that if they merely complete an oral assignment it’s a B, or even a B+. You may find it helpful to pass out ahead of time some version of rubrics that Professor Sara Egge has used, which is appended to this section.
- State that energetic, conscientious, and continual “participation” abroad, as on campus, will earn the student a C.

Finally, the O-CP committee will be reluctant to allow a faculty member to repeat a CentreTerm course abroad who has given an average grade of more than 3.3 or 3.4 in its first offering. The fact that *your* CentreTerm course abroad was so inspirational and life-changing that your class did their best academic work ever will not necessarily impress some of your hard-working colleagues on the O-CP committee—who may have good reason to think that their *own* courses abroad and on campus are also inspirational and life-changing, as many are.

Parent E-mail List; Keeping in Touch

Because not all students share information with their parents, directors should always copy parents with key e-mails sent to students. (The CGC assistant director can give you the emails of the parents of students in your group.) For both CentreTerm and semester directors, it’s best to copy parents on an e-mail sent to your group soon after they’ve been selected so that you can verify that you have the correct addresses. Be sure to include parents when you send out information about packing, the itinerary, etc. After verifying that all addresses work, please forward the list to the CGC. If logistical or other issues arise, the CGC needs a way to communicate quickly to all parents.

Once students arrive at the site, directors should take a couple of minutes to send out an “everyone has arrived safely” e-mail, since some students are less conscientious than others about keeping anxious parents informed once they’re in-country. In CentreTerm courses abroad, send out an update after the first week or so; parents love to hear that their children in far-off places are just fine. For semester directors, it’s an excellent idea to send an update of activities every month or so.

Students Evaluate Each Course Taught Abroad

Every course taught abroad is evaluated by students. Students in classes taught by regular faculty use the faculty online course-evaluation forms; students in classes taught by adjunct abroad professors use paper copies. If for any reason the faculty online course-evaluation forms are temporarily unavailable while you are abroad or if your students need a later deadline to

complete the forms, please let Kathy Butterfield in the Dean's Office know; she should be able to arrange for your students to be able to complete the forms online.

Students Evaluate Each Program Abroad

The CGC administers either an online or an in-person evaluation of all Centre programs abroad. This evaluation gathers students' views about the pre-departure meetings, food and housing arrangements abroad, communication with the main campus, use of the site, and support and guidance of the director. The results of these evaluations in the fall Strasbourg and Merida programs are immediately shared with those directors so that they can make program adjustments for the spring term. *The program evaluation form for CentreTerm courses abroad is appended as Appendix B to this section; the program evaluation form for semester abroad programs is Appendix C.*

Paying for Group Meals and Excursions While Abroad

Centre of course pays for the group meals and excursions of the director. Directors should not, however, use program funds to pay for group meals or excursions for the parents or friends of students or for their own spouse/children/partner/friends. Directors will use their good judgment in following the spirit of this general understanding. For example:

1. if the director is preparing dinner at her or his apartment for students, and family members or friends are staying with the director or a student brings a parent, no one would expect the director to figure out the small cost of preparing food for the extra person or people.
2. if the director has hired a bus for an excursion and there are extra seats available, no one would expect the director to charge additional people who went along, since there is no extra cost to the program.
3. on an overnight excursion, Centre pays for a private hotel room for the director. If a family member or friend accompanies the director and stays in the director's room, that person would not be charged if there is no additional cost for a second person for the room.
4. if there are clear and easily identifiable additional costs for people other than the Centre students and the director for a group meal or an excursion, the additional people are expected to pay these additional costs. For example, if there is a free air ticket because of the number on a group excursion, the director uses this ticket and any accompanying guests pay separately. To prevent students from making unwarranted assumptions about how the program money is being spent and to forestall complaints by them or their parents, the CGC director and program director will explain the budgeting and funding arrangements to students as part of their pre-departure orientation.

Operating a Vehicle While Abroad

Centre students may not rent or operate motorized vehicles, including motor scooters, while abroad. (This is a moot point in many countries, where you have to be 25 to rent a car.)

Emergencies Abroad

In the *extremely* unlikely case of a political or weather or health emergency, here's what you do: Try to contact the CGC director right away, night or day, and then stay in contact as much as

reasonable until the emergency is over. The director's office phone is 859 / 238-5287; home phone, 859 / 236-9360; cell, 859 / 583-8499, his wife's cell, 859 / 583-1910. Leigh Cocanougher's cell is 931 / 261-2200. If for some reason you can't reach the director or assistant director, call the Centre Public Safety office (859 236-4357 [HELP]) day or night, and someone there can come to our houses, three minutes away.

Our experience from past emergencies (9/11, Afghanistan and Iraq invasions, volcano in Quito, hurricane in Merida, hurricane and mudslides in Guatemala) is that if parents don't get some information from us right away, one of them becomes a little irrational, gets on the telephone and e-mail, and upsets other parents. You'll be in the best spot to send out frequent updates, but if that becomes difficult or not possible, the CGC will send out frequent e-mails to reassure anxious parents from here. As long as parents hear *something*, they know we're doing what we can. And that goes a long way of easing their fears, even if we can't do much. Getting a message, any message, is the message.

Sexual Harassment Abroad

Traveling away from campus and into other countries poses special concerns in matters of sexual misconduct, which includes sexual violence, sexual harassment, stalking, and related offenses. The College's Sexual Misconduct Resource page and the full text of the Sexual Misconduct Policy are found at <http://www.centre.edu/campus-life/student-life/sexual-misconduct-policy>. By the time the students arrive and the program begins, you should have already identified available resources in the event of an incident of sexual misconduct. This includes hospitals, clinics, rape crisis centers and counselors, and law enforcement that might be appropriate resources for students or College employees. Make this information known and available to your students—be aware that a victim of sexual misconduct might need resources but be reluctant to come forward to ask you for help. Given that different cultures and legal systems deal with claims of sexual misconduct differently, you must be sensitive to what resources will actually provide support and assistance to a victim. You must also be careful how a student might be identified to local law enforcement as a perpetrator of sexual misconduct under those laws or customs.

If you receive a report or learn of an incident of sexual misconduct, you are required to report that to the Title IX Coordinator (for 2014-2015, this is Kay Drake), who will support your dealing with the situation and will decide what actions need to be taken. When dealing with a victim of sexual misconduct, you must work with him or her to (1) determine their desired emotional, physical, and safety support needs, (2) review their options to access appropriate health or counseling resources (including on Centre's campus), and (3) review their options to pursue police or College judicial proceedings. Ideally, you will be in immediate contact with the Title IX Coordinator who will guide your response to the incident (the Policy requires you to report to the Title IX Coordinator within two business days). Where that is not possible, use your best judgment to safeguard the victim, provide support, and, as necessary, separate the victim from an alleged offender. Please do not feel that you must deal with this alone—campus resources must and should be brought into the situation, to support both you and the students.

Students Cannot Be on Campus

For the term they're studying abroad, students should not be on campus before the abroad program begins or once it has ended. Do not mistakenly give your students the slightest reason to think they have any business being in Danville.

Taxes

Google "U.S. State Department Per Diem Rates" to find what you may automatically deduct for M&IE (Meals & Incidental Expenses). Because Centre provides housing, you may deduct only the M&IE figure for each day you are assigned abroad, whether for several days or one year. Because the M&IE amount is vastly more than you will spend on "miscellaneous and incidental expenses," it's much easier to simply use this amount when figuring your taxes and not bother with trying to keep receipts and detailed records. In the summer of 2014 the M&IE amounts listed were \$77 / day for Merida, \$163 / day for Strasbourg, and \$186 / day for London. One tax consultant has recently determined that 50% of the per-diem amount may be counted for tax purposes.

Semester directors receive a \$4,200 stipend for airfare, preparation, and various miscellaneous expenses, and also \$750 for in-country transportation. Centre assumes these two stipends are used for expenses; they are therefore not reported to the IRS on W2 forms as salary. It is possible, however, that at *some* point *some* director the IRS is watching may have to prove to the IRS that these stipends have been spent on additional expenses and are not taxable salary. To date, this has never come up.

For yearlong directors, there is also a *significant* tax advantage of remaining out of the country for 330 days within any 365-day period: one pays no federal taxes on the first \$80,000 of income.

It's prudent, of course, to check with a tax expert about all of these taxing matters.

Goals and Objectives for Centre's Off-Campus Programs

Finally, it's helpful to keep in mind the overall goals and objectives when students are studying off-campus. In the fall of 2013, the O-CP committee approved the following goals and objectives for both Centre's foreign and Centre's study-away program in the U.S.

Goals: Students will

- adapt to a different academic setting while residing and studying in a new place.
- interact with new groups of people.
- gain a more direct, often hands-on approach to academic fields of study.
- develop national or international relationships while studying away.
- enroll in rigorous courses that enhance offerings on Centre's campus.
- observe first-hand cultural differences abroad or within the U.S.

Objectives: Students will

- apply critical thinking and problem-solving skills within a different cultural context.

- collaborate and debate unique ideas and perspectives informed by the off-campus site.
- reflect on ways the experience studying off campus will contribute to a broadened perspective.
- analyze how studying off campus has enhanced their overall academic understanding and knowledge

prepared by the Center for Global Citizenship staff, summer 2014

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APPENDIX A

(Rubrics for class participation and short and long oral reports, with thanks to Professor Sara Egge)

Participation Assessment Rubric

A: Mastery	B: Good	C: Average	D: Needs Help
Do you... Contribute thoughtfully? Articulate clearly? Challenge assumptions? Participate wholeheartedly? Pose questions to others? Push discussion forward? Take diligent notes? Listen attentively when others are speaking? Never have a cellphone interrupt class?	Do you... Contribute with some thought? Articulate somewhat clearly? Sometimes challenge assumptions? Contribute occasionally? Mostly take notes? Sometimes listen but sometimes daydream? Sometimes check your cellphone?	Do you... Contribute but your thoughts are straight out of the book? Articulate unclearly? Rarely challenge others? Hardly ever speak up in class? Take just a few notes? Usually daydream? Often check your cellphone?	Do you... Offer almost no contributions? Articulate with confusion? Participate unenthusiastically? Never challenge others? Rarely take notes? Daydream or sleep regularly?

Rubric for Short Formal Oral Presentations (Survey Course)

Grading Scale:

50 points	40 points	30 points	20 points
Content articulated completely and clearly; conveys information in convincing and articulate manner; analysis is in-depth and complex; delivers material with proper eye contact, volume, and gestures; organized with sign posts and smooth transitions;	Content somewhat clear; some lingering gaps in information; analysis is mostly complex; delivers material with some problems in eye contact, volume, and gestures; some organization	Content is unclear; many gaps in information; analysis is surface-level; delivery problematic in eye contact, volume, gestures; unorganized	Fails provide adequate information; no analysis; delivery hinders understanding of content; eye contact, volume, gestures, stance, etc. are poor; unorganized and difficult to follow

Rubric for Long Formal Presentation (Upper-Level Course)

	A: Outstanding	B: Good	C: Average	D: Needs Work
Thesis 20 %	Thesis is crystal clear and well articulated, takes a stand, specific, direct; and answers <i>why</i> and <i>how</i>	Thesis somewhat clear; somewhat broad; does not quite answer <i>why</i> and <i>how</i>	Thesis unclear; limited in scope; attempts but does not answer <i>why</i> and <i>how</i>	Weak, no thesis; does not answer <i>why</i> and <i>how</i>
Analysis and Integration of Evidence 30%	Relevant historical context; evidence supports every point; complexity, higher-order thinking skills abundantly apparent and robust	Some complexity; some contextualization; somewhat limited understanding of topic; evidence mostly relevant, somewhat limited	Little complexity or higher-order thinking; superficial understanding of topic; evidence used sporadically	No complexity; no higher-order thinking; no understanding of topic; not enough evidence
Delivery 30%	Research shared in extremely engaging manner; classmates are paying attention, asking questions;	Research shared in engaging manner; classmates are mostly paying attention	Research shared in somewhat tedious manner; classmates are not paying attention	Research shared without creativity
Visual Aids 20%	Coherent, logical, well-organized, significant points of research highlighted and enhanced	Enhance main points; somewhat organized, somewhat coherent	Glaring problems with visual aids	Interfere with sharing research

APPENDIX B

Student Evaluation Form for CentreTerm Courses Abroad

The Off-Campus Programs committee as well as your professor(s) will appreciate your helping us evaluate your CentreTerm abroad course. Please take a minute to fill out this form. You may then return it via e-mail (your name will be taken off the e-mail so your answers will remain completely anonymous) or print it out and return it to the Center for Global Citizenship in Carnegie via campus mail or in person. Many thanks for your help.

Name of your CentreTerm course abroad: _____

Sex: Male ___ Female ___

A. How would you rate the preparation you received for this study-abroad experience?

1 (low) 2 3 4 5 6 7 (high)

Comments:

B. How would you rate the amount of academic work, broadly defined, compared to a course taken at Centre?

1 (less work) 2 3 4 5 6 7 (more work)

Comments:

C. How would you rate the transportation, food, and housing arrangements?

1 (low) 2 3 4 5 6 7 (high)

Comments:

D. How would you rate the support and guidance you received from the director before and during the trip?

1 (low) 2 3 4 5 6 7 (high)

Comments:

E. Was this trip a good value in terms of its financial cost?

1 (no) 2 3 4 5 6 7 (yes)

F. How would you rate your overall experience in this CentreTerm program?

1 (low) 2 3 4 5 6 7 (high)

Comments:

Please feel free to offer any additional comments or suggestions below or on the back.

Comment: Give examples of how your study abroad experience expanded your knowledge of issues in the U.S. & the connection of the U.S. to other countries.

5. I learned important things abroad that could not be learned in the U.S. 1 2 3 4 5
Such as:

6. Rate how the courses abroad complimented your coursework at Centre. 1 2 3 4 5
Comment: Give examples of what you learned abroad that could not be taught on campus?

7. To what degree did you seek out opportunities to learn outside of the classroom.
1 2 3 4 5
Comment: What opportunities did you seek out yourself, outside of the classroom and outside of what Centre provided?

8. Rate how the abroad program facilitated immersion in another culture.
1 2 3 4 5
Comment: What experiences did you have that illustrate how you were immersed in another culture?

9. The courses abroad were _____ as compared to your coursework at Centre?
(less challenging) 1 2 3 4 5 (more challenging)

10. Please rate each of the following using 1 (Low) to 5 (High) scale.

- The food arrangements? 1 2 3 4 5
- The housing arrangements? 1 2 3 4 5
- The guidance and support you received from the director(s)? 1 2 3 4 5
- Communication with the Centre campus offices? 1 2 3 4 5
(i.e. the registrar, financial planning, housing, & international office)

Please explain:

11. The study abroad experience was a good financial value for you? Yes _____ No _____
Please explain.

12. What were your own learning goals for study abroad? Did you meet your goals?

13. What do you know now having studied abroad, that you wish you knew before you left?

14. What advice would you give to other students considering studying abroad?

Information Specifically for CentreTerm Directors

The information here for faculty teaching CentreTerm courses abroad complements the general information for all study-abroad directors in the first part of this handbook.

Timetable for CentreTerm Course Proposals and Approval

In early September, the chair of the Off-Campus Programs (O-CP) committee and the director of the Center for Global Citizenship (CGC) e-mail all faculty inviting them to submit proposals for CentreTerm courses abroad in the following academic year.

Soon after this in early September, the CGC director and O-CP chair meet with all faculty interested in proposing a CentreTerm course abroad for the following year. This gives the CGC director an early sense of the courses that will be proposed—and allows the director time to recruit additional courses to fill “gaps” (e.g. in disciplinary approaches or in areas of the world) and/or recruit additional courses. Typically, the O-CP committee recommends 11-13 CentreTerm abroad courses to the academic dean, which would allow about 240 students to study abroad in CentreTerm of the following academic year.

By early October, CentreTerm proposals are due to the O-CP chair and CGC director. The O-CP committee will ask some or all faculty proposers to meet with them as they go over the proposals later in the month. The committee sends its recommendations to the dean *by late October*.

By early November the academic dean approves the courses that will be listed as options at the first campus recruitment meeting, which comes on the Monday evening before the Thanksgiving break.

The Application

The O-CP committee understands that your application is somewhat preliminary—that you will work out some details after your course is approved. Given that, you should still be able to cover the following things in your application:

- What is the academic component of the course you envisage? How will students be tested? What range of evaluations will allow you to reward students with a range of grades—not automatic A’s or B’s for participating? Do you think you will use a textbook? Will students be asked to do academic preparation before the course begins? Are there other details of the course, as you are imagining it at this early stage, that you wish to share with your colleagues on the committee? If your proposal is approved by the IPC and then the dean, you will then submit the course for approval by the Committee on Curriculum and Academic Standards.
- Your experience in and knowledge of the area abroad
- Your experience in dealing with the delicate out-of-the-classroom problems that sometimes arise abroad. (You will, in effect, be the dean of students, mental health counselor, roommate advisor, chaplain, tour director, treasurer and bookkeeper, student activities organizer, etc.)

- If you are proposing a course in a country where English is not spoken, your familiarity with the native language? As with our residential programs abroad, at least some linguistic competence will seem important to the committee.
- The additional adult you propose taking (see “Accompanying Adult” below).
- At least a rough, preliminary budget for the course (see below).

Budgeting for Your Course Abroad

As you develop your course budget in September, you are invited to check with the CGC, which has experience in realistic budgeting for courses abroad. Recall that your budget must cover all of your own course-related expenses, and that \$50 per student will be taken out for the CentreTerm Emergency Fund (\$35) and the Carbon Mitigation Fund (\$15). (See “CentreTerm Emergency Fund” below.) In almost all cases it should also include the actual costs of taking along one other adult (see below).

You may also include in your budget the cost of any vaccinations that you do not have but will need for your course abroad. The cost of getting or renewing a passport should not be taken from your course budget.

It is generally wise to budget at least 5% of a budget for unexpected expenses, such as higher than anticipated travel costs, changes in currency exchange rates, or unexpected in-country costs. If you budget well, you may be able to return some money to students after they return and you’ve paid all of your course bills.

Working with Finance Office for Students’ Payments

The CGC will set the three payment deadlines and will notify the cashier of these deadline. Beginning for CentreTerm 2017, the following policies are in place:

1. Directors email Rebekah Bertram with the *exact same* information concerning the program cost and payment schedule (including due dates* and expected payment amounts) they have given their students. The CGC will set the due dates, and the directors should stick to this schedule if at all possible to avoid confusion among participants.
2. Rebekah will not accept payments for any trip for which the director has not given her the proper information.
3. Rebekah will mail statements to students in August for the September payment.
4. Rebekah will mail statements to students in October for the November payment.
5. Rebekah will email updates to professors concerning payments made one week after the due date of each payment.

An Accompanying Adult on a “Single” Course

The O-CP committee strongly recommends that you take another adult with you for oversight, safety and security, and medical emergencies. Ideally, if you are male, the second adult would be female, and vice-versa. In the past this person has often been a spouse, colleague, or friend who knows the site well.

If the second adult you propose is a Centre *staff person*, before you submit your proposal that person should get approval from her or his supervisor as well as from the vice-president the

supervisor reports to. The staff person accompanying you is expected to take vacation days while accompanying you on the course. Centre will be flexible when it can, but it may not always be possible for a staff person to be away from his or her responsibilities for three weeks in January.

If the second adult you propose is a Centre *faculty member*, that faculty member should get approval from her or his program chair, the division chair, and the academic dean before you submit your proposal. The accompanying faculty member does not receive a course credit (so teaches three courses in the fall and spring terms)—unless there are 32 or more students, making it a “double course” (see below).

A “Double Course”

If you anticipate that your course will attract 32 or more students, you should propose it as a double course. The second faculty member should also get approval in advance from the program chair, division chair, and academic dean.

The Three Campus Recruitment Meetings

At each campus-wide recruiting meeting, you will be able to talk about your proposed course for a couple of minutes. Do not simply repeat information already listed on the general sheets students will have in their hands. The first meeting occurs before the Thanksgiving break, the second just after the Thanksgiving break, and the third during the first few days of CentreTerm. This sequence allows students to begin thinking about their choices with their families as early as Thanksgiving and allows students who have studied abroad in the fall to meet with faculty proposers in January after they return. At the end of each recruiting meeting, students interested in your course can talk with you individually. It’s a good idea to keep a list of students who show any interest. Typically, you need about 25-30 interested students to end up with at least the 16 required for the course to be approved in late March.

Controlling the Numbers in Your Course

In order for you to have control over both the individual students in your course and also the number of students, students must first get your permission before making their first payment at the Cashier’s Office in Boles. (The second payment is due in early September; the third in early November.) The actual payment dates are set well in advance each year; they will be listed on the promotional materials as well as on the study-abroad website.

For this system to work well, *only allow students you have selected to make their first payment*. If you have more students interested than you want to include in your course, keep a wait-list. *Do not allow students on your wait-list to make a payment to “hold their spot.”* Once you have an opening and notify a wait-listed student that she or he is now accepted, give her or him a deadline of about a week to make their first payment.

For your course to be a “go,” at least 16 students must have paid the first third of your course’s cost by the deadline. The academic dean will use the number of payments that have actually been made (not promised) made on this day to move courses forward or cancel courses, as appropriate.

At any time before the deadline, you can see which students have made their first payment by e-mailing the Cashier, Rebekah Bertram (Rebekah.bertram@centre.edu), by calling her (x5452), or by dropping by the Cashier's Office in Boles Hall. Students with senior subsidies can deduct one-third of their subsidy for the first and the two subsequent payments; they may not deduct their entire senior subsidy from their first payment.

Please feel free to check with the CGC, who will have a list of students not recommended for study abroad. Feel free, also, to check directly with the Directors of Public Safety Gary Bugg and Kevin Milby, and/or with Sarah Scott Hall, Associate Dean of Student Life. They will let you know if any students on your proposed list have "red flags" on their student records and should not participate in your abroad course.

Senior Subsidy for CentreTerm Courses Abroad

The Senior Subsidy program was established to motivate those students who might graduate without studying abroad to consider doing that during CentreTerm of their senior year. The program has worked very well; it is the reason that about 85% of Centre graduates have studied abroad at least once, putting us at or near the top of all U.S. colleges and universities for the past few years.

In November all juniors who have never studied abroad (during either a CentreTerm or semester) and who are on need-based aid are automatically considered for a Senior Subsidy by a committee consisting of the Associate Director of Student Financial Planning, the Associate Dean, and the CGC Director and Assistant Director. The level of support a student receives is based on three things: 1. the federally determined EFC (Expected Family Contribution), 2. the "gap" between the EFC and all Centre funding and the total Centre cost, and 3. the student's g.p.a. Generally the amounts awarded range from \$300 to \$2000. Students are notified that they can apply the amount they receive to any CentreTerm study abroad course their senior year, crediting one-third the amount of their subsidy to each of the three payments.

The Need to Take Seniors: The Centre Commitment

The Centre Commitment guarantees all students at least one study-abroad experience, as long as they meet the College's academic and social expectations. Should you have a surplus of students interested in your course abroad and thus can be choosy about whom you approve, keep in mind the College's obligation to take seniors who have not studied abroad before. (Anyone rising senior who has a senior subsidy would be in this category.) This is rarely a problem, since faculty members ordinarily give preference to rising seniors anyway.

The Centre Commitment does specify that students must meet the college's social and academic expectations in order to be guaranteed a study abroad experience. If a rising senior who has never studied abroad but whom you believe might be a problem applies for your course, please contact the CGC, who can check with the Student Life Office about the student.

The Three Pre-Departure Meetings

It's a good idea to hold your first pre-departure meeting very soon after your course of 16 or more students has been approved by the dean. Students who have paid the first payment but may be wavering like to see who else will be going; also, if you'd like to add a student or two or

three to your group for budget purposes after it's been approved, the best way to do that is to have students who've already committed recruit their friends. Use this and later meetings to talk about itinerary, the history/culture/geography of the country, preparatory reading they should do, etc. Your course abroad will go well to the extent you've gotten to know your group ahead of time and gotten them to focus on the *academic* reasons for the experience.

Your second pre-departure meeting should be soon after classes begin in the fall and after the second payment is due. This is a good way to see if someone is considering dropping out. It's a good idea to have a very small quiz at this second meeting, over any summer material you've assigned.

Your third meeting might piggy-back on the required safety/alcohol talk at the end of fall term.

Refunding Course Payments

The role of the Business Office is simply to hold the money your students have paid for your course; only you can decide how and when to spend it. If a student withdraws from your course after making the first payment, it's entirely up to you whether you give a partial or full refund (of the "non-refundable" course payment) to that student. No one would expect you to be able to refund things you've already paid for and can't retrieve, like air tickets. Even if you believe you can refund most or all of the "non-refundable" payment, it's a good idea to wait until the course has ended and you've paid all the bills to decide how much, if any, you *can* refund. If students have a credible excuse for backing out at any point, try to eventually refund as much of their payment as you reasonably can.

Students who have to Withdraw at the Last Minute because of Medical Emergencies

If a student has a medical reason for having to withdraw at the last minute, the airlines will allow that student to use money paid for the air ticket within a year of when it was purchased to buy another ticket for any destination on the same airlines. It's true that there's a \$200 or \$300 (depending on the destination) change fee; most students will understand this. If you've purchased a group ticket, you're able to change the name of the person holding the ticket without any cost up to 48 hours of when the flight is scheduled to leave. Thus, if the student who has to withdraw for a medical reason does not want to use the credit for another flight, you can change the name on the ticket to someone at Centre who *can* use the credit for another flight.

The CentreTerm Emergency Fund

Thirty-five of the fifty dollars taken from each student's payments goes into a CentreTerm Emergency Fund, which provides you a kind of insurance against things you could not anticipate, such as unexpected major fluctuations in currency exchange rates, unanticipated costs that result from train strikes or student illness, etc. This fund was established after the airline a director had sent several thousands dollars to simply disappeared—along with the several thousand dollars. You would use money in your budget to cover unanticipated minor expenses; this fund should be tapped only for major expenses.

The Carbon Mitigation Fund

The President's Climate Committee first proposed this, as a way of reminding students that air travel has some environmental consequences. The O-CP committee approved. The hope is that this small, \$15 fee, taken from every student going abroad, will encourage you to talk about environmental issues generally, and particularly the major environmental issues of your host country.

College Visa and ATM Cards

It will be useful for you to have a College Visa card to charge your course's expenses to; using a credit card is a good way to track expenses for both you and auditors. In April the director of the CGC director will let the Controller know which upcoming CentreTerm abroad courses will need cards; Marlene Settles will then order the cards. If find need to make a course payment before you have your College Visa, you can use the College Visa card of Kathy Butterfield (academic affairs secretary in the Dean's office) or Shane Jarman (Crouse secretary).

Centre's auditors make it clear that you should not use your personal credit card to make large payments for your CentreTerm course—even though you might be able to get frequent-flyer or other “points” by doing so.

If you and the Controller decide that you also need an ATM card to withdraw cash abroad during your course, you make those arrangements through Judy Cummins, whose office is next to the Controller's.

Cell Phone & Sharing Itineraries

You will want to have a cell phone with you abroad to use in case of an emergency. If you know the territory and can get a cell phone in the host country, please do that and e-mail the CGC the number as soon as you know it. If you're going to carry a cell phone with you, let the CGC know the number before you leave. Also, please copy the CGC with any itinerary or other course information sheet you send your students. Parents often call the CGC asking simple questions about things their students haven't bothered to share with them.

Passport Expirations

It's now required that your passport must be valid for SIX MONTHS AFTER you return from abroad. Students and faculty learned the hard way in January 2015 that airlines will not let you board the plane unless your passport does not expire until six months after your return date. Please remind your students to check their passports and, if they expire earlier than six months before your return date, to renew their passports right away. (The same for you.)

No CentreTerm Abroad Students on Campus Before The Course

No student studying abroad on a CentreTerm course should be on campus in January, either before or after the course. Students should not plan to stay in friends' residence hall rooms or apartments on campus, nor will they be allowed to eat in the campus dining hall. Please remind your students of this policy, and let Ann Young in Student Life know of any student who *does* absolutely need to be on campus before you go abroad (students who must be here to meet with college mental health counselors, for example).

Information Specifically for Directors of Semester Programs

Applying to Direct a Semester Program Abroad

In the middle of May each year the dean invites applications from faculty who wish to be considered as a director for the Strasbourg or Merida program or as the co-director of the London program in the academic year following the upcoming one. Applications are usually due around the mid-June with decisions made by mid-July. This gives applicants more than a year—and in some cases more than a year and a half—to prepare.

For the Strasbourg and Merida programs, you may apply for either the entire year (which in Merida includes a CentreTerm internship course and in Strasbourg—where you do not teach CentreTerm—a CentreTerm-like course in May and early June) or for one of the following periods:

- Merida: Fall and CentreTerm
- Merida: Spring only
- Strasbourg: Fall only
- Strasbourg: Spring and early summer

If you are applying to co-direct the spring London program, you may apply either individually or with another faculty member whose course offerings complement your own. The pattern for most successful teams in the past has been one “veteran” London director paired with one younger, “neophyte” director.

In addition, faculty who expect to be on sabbatical leave during the year *following* a year-long abroad directorship may be given a slightly lower evaluation, since getting both positions would mean they would be on campus as few as 3 ½ months during a 24-month period.

Before applying, you should discuss with both your program and division chair how your teaching students off-campus will affect the course offerings available for students studying in

Danville while you are away. If your program and division chairs give their approval to your being away, your application letter should include:

1. Your experience in and knowledge of the area.
2. Your experience in dealing with the delicate out-of-the-classroom problems that always arise abroad. (You will, in effect, be the dean of students, mental health counselor, roommate advisor, chaplain, tour director, treasurer and bookkeeper, student activities organizer, etc.)
3. Your competence in the native language. Some competence is important; fluency is a distinct advantage.
4. An outline of the two courses you propose to teach. Keep in mind that every course taught abroad should be tailored to make maximum use of the site and be available for all sophomores and above without prerequisites. Designate one of your courses as the general course all students will take. While this course will be tailored to your own expertise, it should also cover things you would want all students to know (e.g., the important history/politics/culture of the host country) and allows the Centre-paid excursions to have an academic component.
5. Your initial plans for three pre-departure meetings with students to better prepare them for their experience abroad.
6. If you expect a spouse or partner who also works at Centre to accompany you, include in your application the approval of the person to whom your spouse or partner reports and also the vice president to whom the supervisor reports. Although Centre will be flexible, it is not a given that Centre employees can always be granted leaves of absence to accompany someone abroad.

Faculty Housing Abroad

Because of the differences in cost at Centre's permanent sites, housing arrangements differ as follows:

Merida: Centre owns *Casa Centre*, an attractive, historic property that has a large garden with a swimming pool and a "casita" (small place in the garden for guests to stay) in central Merida. Some classes are held in three of the front four rooms in the facility. The director has use of the home July 15-July 14. In case of a split appointment, the spring director may move in on February 1.

London: In one of the most expensive cities in the world, each co-director is given 550 GBP per week, enough to rent a modest one-bedroom flat close to where the students will be living (in Clerkenwell) and taking classes (in Bloomsbury) for the 11 weeks of the program and five additional days of the director's choice. The CGC will provide advice on how directors might find housing for themselves or their families.

Strasbourg: Centre rents a two-bedroom apartment in the rue de l'Ail, two blocks from the Strasbourg classroom. The living/dining area is large enough to hold class in and is furnished nicely enough to have any visiting parents in for coffee. The director has use of the director's

flat from July 15-July 14. In the case of a split appointment, the mid-year change takes place at the end of the calendar year.

Utilities and Telephone Abroad

Centre pays for all basic utilities in its own housing in the Yucatan and in Strasbourg. Directors should use a personal phone card for their personal long-distance calls: it is too complicated to try to keep track of which calls are personal and then reimburse the program for those calls. Calls to the States from the Strasbourg director's apartment are free.

Stipend for Airfare, Shipping, Preparation, etc.

Each director of a residential semester program receives a \$4,200 stipend up-front to cover the director's airfare, preparation, visa costs, and other expenses of the director's choosing: an advanced reconnaissance trip to the site; airfare for the director's spouse, children, partner, relatives, friends; return trips to Danville during the program; a language refresher course; expenses for shipping extra baggage or books; extra food costs; etc. For tax purposes, directors are also eligible to claim a very generous, fixed, per-diem amount for "meals and incidental expenses" once they account for this \$4,200 stipend. (See "Taxes" entry in the general section of this handbook.)

Stipend for In-Country Transportation

In addition to the \$4200 stipend above, all directors now receive a \$750 stipend to cover in-country transportation, such as a cab from and to the airport and transportation around the city. Some Merida directors prefer to take their own car, in which case this \$750 helps with gas; other Merida directors may use it toward renting a car or using cabs/buses during their stay.

Teaching Load Abroad

Yearlong directors of Centre's programs in the Merida and Strasbourg teach two courses in the fall and spring terms, receive one course credit for the non-graded orientation before each long term formally begins, and teach their sixth course in a three-week period during early summer (Strasbourg) or in CentreTerm (Merida—directing internships).

Spring London co-directors, spring-only Yucatan directors, and fall-only Strasbourg directors teach two courses while abroad and four courses while on campus, for a 3-1-2 (or 2-1-3) teaching schedule.

Overseeing the Program Budget Abroad

Before you leave, you will meet with the CGC director to go over the program budget and your role in administering it abroad. Most of the expenses (such as the cost of student and faculty housing) are "non-discretionary," over which you have no control. You will have some leeway in how you spend the "discretionary" expenses, such as the excursion expenses in the Merida program and the group meal expenses in London and Strasbourg.

Student Application Process

Students apply in early February of each year for programs held in the fall and spring of the following year. Prior to the February deadline, students are encouraged to attend one of the three campus-wide recruitment meetings; the first meeting occurs before the Thanksgiving break, the second just after the Thanksgiving break, and the third during the first few days of CentreTerm. This schedule allows students to begin thinking about their choices as talking with their families as early as the Thanksgiving break. Students can pick up application and faculty recommendation forms at one of the recruitment meetings or in the Davidson Room of Old Carnegie.

Student Selection Process

Each program has a selection committee generally composed of three faculty members and one student. It's the CGC's custom not to have the director serve as chair of the committee. Each selection committee decides its own criteria. To avoid favoring students the committee members happen to know, many committees use an initial point system, which might award up to four points in five different categories: class year (with rising seniors earning 4 points, rising juniors, 3, rising sophomores 2), essays, faculty recommendations, GPA, and level of language ability in Strasbourg and Merida.

Semester Program Directors' Debriefing and Reports

Returning directors of semester programs have a debriefing session with the CGC director and the upcoming director(s) of their program soon after they return to campus. Within a month of the end of their program, they should submit to the CGC director a written report that is placed in a loose-leaf notebook kept director's office for potential candidates and future directors to consult. The report should include their evaluation of the site, their own housing, the student housing, the classroom, the adjunct faculty, the budget, their preparation, the support they received from campus, etc. It might also conclude their advice for future directors and suggestions for changes of various kinds.