



UPPER MIDWEST ASSOCIATION FOR INTERCULTURAL EDUCATION

*Augustana University • Elmhurst College • Gustavus Adolphus College
St. Ambrose University • St. Catherine University • University of St. Thomas*

FACULTY DIRECTOR HANDBOOK

**DESIGNING, PROPOSING AND TEACHING
UMAIE SHORT-TERM
STUDY ABROAD COURSES**



2015 Experience Korea

Upper Midwest Association for Intercultural Education (UMAIE)

SHORT-TERM STUDY ABROAD COURSES

Dear Faculty Director,

Thank for your interest in proposing a UMAIE January Term Abroad course. UMAIE, is a consortium of colleges and universities working together since 1963 to provide faculty-led education abroad courses during January Term. UMAIE courses offer a unique opportunity for undergraduate faculty to work with students from different campuses. These students bring diverse learning styles and academic perspectives, adding variety to the teaching experience.

One of UMAIE's goals is to support Faculty Directors to be free to devote their energies to teaching and learning. It does so through its 40+ year partnership with Seminars International which is responsible for making all travel and logistical arrangements for UMAIE courses and serves as an important resource for budget and logistical planning as you work to design your course.

Please take some time to read carefully through this handbook. It will guide you through the course proposal process and assist you in developing a strong course proposal that is academically rigorous and culturally rich. Once your course is approved by the UMAIE Board of Directors, the handbook provides guidance in many areas including budgeting, student orientation and strategies for teaching on the road.

If you have any questions regarding the development of your course, please contact your UMAIE Board Member.

Sincerely Yours,

UMAIE Board of Directors

Table of Contents

I.	Teaching Short Term Courses Overseas: An Overview	5
II.	UMAIE Organizational Structure	7
	A. Description	7
	B. Member Institutions	7
	C. Board of Directors	8
	D. Seminars International	8
III.	General Guidelines	9
	A. General UMAIE Policies and Procedures	9
	B. Faculty Director Responsibilities	11
	C. Faculty Director Remuneration	12
IV.	Planning and Proposing a Course	12
	A. Planning a UMAIE Short-Term Study Abroad Course	12
	1. Set Clear Objectives	12
	2. Setting and Achieving Academic Goals	12
	3. UMAIE Credit Hour and Hybrid Policy	13
	4. Logistics and Travel Planning	14
	5. Draft a Daily Integrated Schedule	15
	6. Develop Evaluation Methods and Criteria	15
	B. Course Proposal Process	15
V.	Pre-Departure Policies and Procedures	16
	A. Course Pricing	16
	B. Faculty Director's Fiscal Responsibilities	17
	C. What Doesn't the Budget Cover?	17
	D. Recruiting Students and Promoting Your Program	18
	E. Application and Enrollment Process	19
	F. Information Given to Accepted Students	19
	G. Setting up Communication Protocol	20
	H. Orientation Program	20
	I. Seminars International Travel Arrangements Binder	22
	J. Frequently Asked Questions	23
VI.	Overseas Responsibilities: Teaching on the Road	25
	A. Arrival and On-Site Orientation	25
	B. Providing Additional Materials	26

C.	Setting Up and Monitoring Living Arrangements	26
D.	Explaining Your Role and Course Expectations	27
E.	Achieving Good Group Dynamics	27
F.	Assisting Students in their Cultural Adjustment	28
G.	Integrating Excursions into the Learning Objectives	28
H.	Advising Students	29
I.	Providing Health Care	29
J.	Resolving Student Disciplinary Problems	30
K.	Responding to Natural, Political and Social Emergencies	31
L.	Program Assessment by Students	31
M.	Sexual Misconduct Policy	32
VII.	Post-Return Responsibilities and Follow-up	33
A.	Grading	33
B.	Final Report and Course Evaluation	33
C.	Closure	33
VIII.	A	34
	UMAIE Board Contact Information	

I. TEACHING SHORT TERM COURSES OVERSEAS: AN OVERVIEW

Introduction

UMAIE courses are, first and foremost, faculty-led academic courses; they are not intended as research or personal travel experiences. Teaching a diverse group of undergraduates in a foreign setting represents a professionally satisfying yet often challenging experience. While there is nothing quite like opening the eyes of U.S. students through an international experience, the process of course development and implementation can, at times, be time-consuming and challenging. As a Faculty Director, you will have a wider variety of responsibilities and roles than you do with an on campus course -- teacher, intermediary, advisor, program administrator and advocate for students. This enlarged faculty role brings with it ample additional rewards and gratifications from students, from parents, from your faculty counterparts, from your institution, and from UMAIE as a whole. Faculty members who have led past programs are almost universal in commenting on the unique professional development and personal rewards of living, traveling, and learning with students far from home.

Your Role as Faculty Director

As a Faculty Director, you are the curricular "architect" of the program. Beyond this, you serve as liaison, coordinator and facilitator among the many different constituencies and components of the program: UMAIE, your academic institution, students, on-site facilities, host families, the local and national government overseas and last but not least, the host culture. How a faculty member interacts with their group obviously depends largely upon the nature and purpose, design and structure of the particular program s/he is leading.

Once overseas, you assume full administrative and academic responsibility for the integrity of the program, as well as personal responsibility for the well-being of all students. You are the legal representative of UMAIE and your institution for the period of the program. While we ask that you try to contact your institution and/or Seminars International at the intervals agreed upon — by whatever means (e-mail, fax, phone) — with program updates, many on-site decisions are inevitably left to your own judgment. As an administrator, you are responsible for the overall direction of the on-site program. Your on-site administrative responsibilities will begin before departure. Housing assignments, special dietary arrangements, health issues, and special needs accommodation – all must be dealt with well in advance of arrival with the assistance of Seminars International and your education abroad office.

Above all, you are responsible for the academic quality of the program. Your on-site supervision assures that academic quality comparable to home institution standards is being maintained. This will require extensive and structured student contact. You might schedule frequent one-on-one sessions with students, offer optional times for consultation, or set up optional or mandatory group discussion to process what students read or see. Some programs require students to keep a daily academic journal and may also evaluate student assignments. The daily schedule of teaching, student advising and making logistical contacts with host organizations and individuals is likely to be rigorous and demanding.

Challenges You May Face

Directing a study abroad program for participants who may have limited experience in a new culture provides a range of challenges which go far beyond what is typically required on the home campus. Participants will see you as a resource person who can alleviate the initial confusion and disorientation that confronts them, and then guide them along the paths of new knowledge and cultural integration. It is very important to understand the variety of motivations that encourage students to study overseas; not all will be as purely academic as faculty would prefer. Indeed, the desire to "get away" from the academic pressures of the home campus may be as fundamental as the desire to test themselves in a new and 'foreign' environment. Successful teaching and advising must acknowledge this complexity of student hopes and desires by providing counsel which balances the twin academic and experiential bases of international education.

You will need to be skilled in diplomacy, logistics and group dynamics. You will invariably be asked to be a cultural interpreter and analyst, helping students understand what is going on and how it relates to things back home (or doesn't!). Unless there is someone else on the local scene that really knows its social, cultural and academic fabric, you must be prepared to take on the role of explaining it to students. Above all, you must be prepared to be a cheerful and supportive friend-in-need to students, not simply an authority figure. Whatever is prescribed and expected, chance and circumstance often rise up to demand yet additional imperatives and responsibilities.

Qualities Needed to Succeed

Experience shows that the most successful Faculty Directors are those with the physical stamina to manage long hours and a high level of interaction with students and local contacts; the patience and good humor to deal with frequent frustrations; and the knowledge and independence to function well in a culture not their own. Fundamental to all the above, is a need to be an eager and committed teacher who knows how what you are teaching relates both to the home campus and to the culture of the host country. In sum, you are responsible for providing reasonable access to opportunities for both academic and personal experiences.

Confidentiality

Due to the sensitive nature of acting as both advocate for the students and liaison among the distinct program components, you must exercise caution in personal matters concerning individual students. This is especially true during periods of emotional stress that some students may experience as they undergo cultural shock and learn strategies for adapting to a new cultural setting. Conversations with individual students must be regarded as confidential. Matters of particular concern are the violation of trust or privacy of students through the unauthorized sharing or disclosure of information; such as any act that can be interpreted as sexual harassment; or any discriminatory act reflecting prejudice based on sex, age, race or religious belief.

Personal Conduct

As the Faculty Director, you are expected to behave as a trustworthy representative of UMAIE and your home institution. Dignity, decorum, tact and discretion must be the rule in both public and private behavior. Few Faculty Directors would consciously cause problems through careless words or acts, by a misplaced sense of humor, or by a cross remark in pressured situations, but this can sometimes happen under the pressures of the moment. UMAIE and its member institutions will thoroughly investigate student complaints as to conflict of interest or inappropriate behavior. Any accusation of the violation of trust, sexual harassment or prejudice judged to have cause can result in the immediate dismissal of the Faculty Director and will be reviewed through appropriate channels on the home campus.

Working with Students

You must work to develop and maintain rapport with the group, but a certain social distance should be maintained as well. The ideal combination is “a heart of gold and a will of iron,” in the words of one past director, in the face of unreasonable complaints or attempts by students to ignore program regulations. You should work to avoid the perception that you have favorites with the group; do not reveal a personal dislike for any participant or on-site staff. Be professional.

Your role in the face of any student’s problems is to work with the student to find a solution, no matter how long it takes. In addressing physical and mental health issues, a rule of thumb is not to assume that problems that persist for more than three days will eventually go away by themselves. Keep on top of the situation from the beginning to prevent escalation and a potential crisis. Finally, if a student expresses a wish to return home, listen carefully and empathetically, offering coping strategies and other suggestions. If the student persists, despite your efforts to help in the adaptation process, let the student make travel plans to leave. Often this serves as enough of an outlet for the student’s frustration and she or he may decide to reconsider things.

Conclusion

We hope the preceding paragraphs have not frightened you away from teaching abroad, but have given you a realistic picture of what may happen while abroad. While challenges may arise, UMAIE provides faculty with an opportunity to work with students from other institutions to teach in an international setting and to get to know this generation of students beyond the classroom.

II. UMAIE ORGANIZATIONAL STRUCTURE

A. Description

1. UMAIE, a Minnesota non-profit corporation, is a consortium of colleges and universities working together since 1963 to provide an intercultural curriculum through overseas study during January Term.

B. Member Institutions

1. Augustana University, Sioux Falls, South Dakota
2. Elmhurst College, Elmhurst, Illinois

3. Gustavus Adolphus College, St. Peter, Minnesota
4. St. Ambrose University, Davenport, Iowa
5. St. Catherine University, St. Paul, Minnesota
6. University of St. Thomas, St. Paul, Minnesota

C. Board of Directors

1. Each institution is entitled to two representatives and one vote. Ex-officio Board members include the UMAIE Secretariat and other representatives from Seminars International.
2. The Board of Directors meets at least twice yearly, usually once in April to discuss general matters and once in December to review and approve course proposals.
3. Seminars International and the UMAIE Consortium award an annual grant of \$4000 to one Campus Board Member (on a rotating basis) to accompany a January or May Term program of her/his choice. The balance of the course cost is the responsibility of the school represented and/or the Board Member.

D. Seminars International

1. Seminars International serves as the travel and logistics arranger for all UMAIE courses. All travel arrangements are made in Seminars International's main office in Chicago. Seminars International also maintains a regional office in the Twin Cities area, staffed by the UMAIE Secretariat.

2. Seminars International Contact Information

Seminars International (Main Office)

55 East Monroe, Suite 2870

Chicago, IL 60603

Tel: (312) 332-7027 or (800) 541-7506

Fax: (312) 332-5509

Email: travel@semint.com

Website: www.semint.com

Seminars International (Minneapolis Regional Office)

Kathy Willemsen, UMAIE Secretariat

Tel: (612)750-7025

Email: kathy@semint.com

III. GENERAL GUIDELINES

A. General UMAIE Policies and Procedures

1. UMAIE courses are not simply tourist trips, but *study abroad courses*. The objectives of the course must determine the locations to be visited. The UMAIE Board of Directors has the authority to reject proposed courses that do not meet this requirement.
2. In evaluating and selecting courses, the UMAIE Board of Directors is guided by the following principles:

Quality offerings

Courses must meet or exceed the academic standards for regular on-campus January courses at the sponsoring institution. Each member institution is expected to screen its proposals to ensure their quality before submitting them to the Board.

Experience in the proposed location

At least one Faculty Director is required to have first-hand experience in the destinations to be visited. In support of this requirement, the UMAIE Consortium and Seminars International sponsor a Faculty Director Travel Grant program. See item 3 below.

New/innovative courses

The UMAIE Board encourages new (first-time) Faculty Directors and courses. It also encourages courses of an innovative nature.

Program balance

The overall slate of UMAIE course offerings in any one January Term is expected to represent a range of countries and disciplines.

Universal representation

If possible, each school should have at least one course offered during January Term.

Shared opportunity

Course ownership by any one school or Faculty Director is discouraged. This means that if two schools are both proposing similar courses in any given year, the school that has not recently offered such a course or that is offering such a course for the first time will be given preference.

Proportional representation

Schools that have generally enrolled the most students will be allocated a greater number of courses. With this privilege comes the expectation that these schools will also propose a greater number of courses.

Reasonable numbers

UMAIE does not offer more courses than can be expected to attract participants.

3. To encourage new Faculty Directors without teaching abroad experience, Seminars International and the Consortium award annual travel grants to support the participation

of faculty members in UMAIE-sponsored courses. An amount of \$3000 will be set aside to be awarded annually. Interested faculty should contact their campus UMAIE Board Member for a statement of objectives, eligibility, and application procedures. See Appendix C for information on how to put together a travel grant proposal.

4. The primary Faculty Director must be a regular faculty member from a participating UMAIE institution. If the primary instructor cannot identify a second instructor from a UMAIE institution, it may be possible for a qualified regular faculty member from a non-UMAIE institution to co-lead the course. These exceptions will require UMAIE Board approval.
5. Each course requires contact hours equal to the minimum required on the Faculty Director's home campus. Contact hours are defined as the number of hours students are engaged in the objectives of the course.
6. UMAIE courses must contain a minimum of 20 days of scheduled academic activities or course-related travel plus two days identified for travel to and from the overseas site. UMAIE courses are subject to a maximum of 26 days.
7. The January Term is a discrete unit of study. Faculty Directors may not require preparatory work prior to the end of the immediately preceding term or summary work after the beginning of the immediately succeeding term. Required reading for the course will be listed on specific course descriptions so that students may begin reading prior to departure. Required written work should be finished by the time students' return from abroad.
8. Required readings and assignments should clearly relate to the evaluation of the academic content of the student's work. The UMAIE Board requires an essay, final examination, integrative project, or some other form of assessment that synthesizes in a meaningful manner the relevant experience of the course. Letter grades are given to all students.
9. Since the Faculty Director's expenses are pro-rated among the paying participants, a minimum enrollment of 16 students is necessary. If fewer than the minimum number of students enroll, Seminars International, in consultation with the Faculty Director and the UMAIE Board Member from the Faculty Director's campus, will decide on the feasibility of rearranging the program for a smaller group. **In mid-September, courses with fewer than 10 enrollees will be cancelled** to allow those students to transfer to another course while there is still space available. See the Dates to Remember calendar on the UMAIE website, for the specific cancellation date.
10. Non-student applicants as well as students from a non-UMAIE institution are accepted on a space available basis subject to the Faculty Director's approval and the Faculty Director's home institution approval. Said students must **apply and register** at the institution of the Faculty Director, if such registration is permitted by the home institution.

B. Faculty Director Required Duties and Responsibilities

1. Teaching a January Term course sponsored by UMAIE carries with it a specific set of procedures and responsibilities that may differ from study abroad courses sponsored solely by a Faculty Director's home campus. It is the Faculty Director's responsibility to follow the policies and procedures outlined in this handbook.
2. Faculty Directors must follow the Course Proposal Process describe in section IV.B of this handbook.
3. Faculty Directors must adhere to the timeline and all deadlines set forth in the Dates to Remember document on the UMAIE website.
4. For all approved courses, a letter of contract with the UMAIE Consortium is sent to the Faculty Director. This document outlines the Faculty Director's responsibilities for the course and the January Term experience.
5. Seminars International prepares the promotional course description taken from the information provided by the Faculty Director. Drafts are reviewed/edited by the Faculty Director and their campus UMAIE Board Member.
6. Faculty Directors may request special guides, interviews, guest lecturers, etc. to enrich the on-site teaching, but are responsible for the main content and teaching of the course. Faculty Directors are required to contact directly the persons, organizations, and institutions to arrange on-site visits and interviews. Requests should be made during the late Winter/early Spring with follow-up correspondence over the summer and early Fall. The Faculty Director should state clearly when the group will be in a particular area, what topics s/he wishes to discuss, whether an interpreter will be needed and whether an honorarium is expected. If Faculty Directors encounter difficulties in setting up course related site visits, they are urged to contact Seminars International for assistance. Seminars International will handle travel and logistical arrangements, guided city tours and ticketing for cultural events and will also assist with other program arrangements as needed.
7. Faculty Directors must promote their course to students and peers and assist the UMAIE Secretariat during campus visits.
8. Faculty Directors will review all applications and send the UMAIE Secretariat admissions decisions by the date specified in the Dates to Remember document. The Faculty Director will indicate each applicant's status (accepted, waitlisted, rejected). It is the Faculty Director's responsibility to make sure any course pre-requisites are met.
9. Faculty Directors must conduct an on-line Orientation session in October or November prior to departure.
10. One Faculty Director must accompany the group from the point of origin and be with the group for the duration of the course. Any exception to this policy requires UMAIE Board approval. If Faculty Directors wish to extend their stay at the conclusion of the course, they must notify Seminars International no later than October 1, 2016, and pay any

additional charges. If Faculty Directors do extend their stay, they must personally see that group members are safely on the return aircraft.

11. Faculty Directors must keep accurate records of course expenses abroad (see Section V-B. Fiscal Responsibilities).
12. Faculty Directors must submit grade reports to the UMAIE Secretariat no later than one week following the return of the course to the United States.
13. Faculty Directors must submit a course evaluation and financial report to the UMAIE Secretariat within two weeks of the return of the course to the United States.

C. Faculty Director Remuneration

1. Transportation to the departure airport and a per diem to cover meal expenses are included in the group arrangements. See section V-A3 below for further details.
2. Faculty Director's salary is covered by his/her home institution. His/her home institution Workers' Compensation should provide coverage while (s)he is traveling as its employee within the scope of the program.
3. All other policies regarding remuneration are determined by the Faculty Director's home institution.

IV. PLANNING AND PROPOSING A COURSE

A. Planning a UMAIE Short Term Study Abroad Course

1. Set Clear Objectives

- Use your objectives to develop a well-defined focus for your course, whether disciplinary or inter-disciplinary, that corresponds to your area(s) of expertise.
- Construct measurable and achievable learning objectives that are clearly tied to the location and local resources you are planning to propose. Ensure that your course takes advantage of these resources.
- Consider what you want your students to know and be able to do at the end of your course.
- Develop objectives that are realistic given the length of your course and any logistical challenges you anticipate.

2. Setting and Achieving Academic Goals

- Design and plan activities that are clearly linked to your course focus and learning objectives. Expectations regarding non-traditional or experimental activities should be clearly described.
- Decide whether or not you are going to require pre-requisites. If you do require pre-requisites, they should be appropriate to the course objectives and clearly articulated to students.
- Be mindful of the intended audience(s) - majors, non-majors, or both. Courses that are designed with a more general audience in mind require less recruiting and tend to have a higher number of applicants. Highly specialized courses may have a small pool of applicants from which to draw.
- If you intend for your course to satisfy your institution's general education or departmental requirements, you should consult specific divisional/departmental guidelines while developing your proposal.
- The intellectual challenge of the course, its scope and the work required of students should correspond to its proposed level.
- Each course must have academic integrity and coherence. Thought should be given to the integration of course readings, lectures, site visits and independent study and research.
- Think about how you will combine intercultural learning with academic learning in your academic goals. How can you include required or recommended events outside of your course content, such as attending a theatre performance during a non-theatre course? How are these activities part of the intentional cultural experience you are designing for your students?
- The type and amount of work required of students should be appropriate to the focus and level of the course, but compatible with living and traveling conditions. The amount of assigned reading should be similar to what is required in on-campus short-term courses during the January Term.
- Pedagogically successful programs usually schedule a short presentation or interactive assignment early in the program. While Faculty Directors cannot require academic work before the end of the previous semester, pre-departure readings/assignments get students to start engaging before they leave.

Successful courses usually provide frequent opportunities for student groups to gather in an informal setting in order to process their observations and reactions to the cultures they are experiencing.

3. UMAIE Credit Hour Policy and Hybrid Policy

- Credit hours are defined as the time when students are engaged in the learning objectives of the course. For a four-credit course abroad, UMAIE requires 20 academic days with 6-8 hours of academic time/activities per day. The term "academic activities" is defined as class time, excursions, site visits, guided tours, guest lectures, and time spent working on course-related readings and assignments.

- Four courses with online and abroad components (i.e., hybrid courses), the time spent abroad must be a minimum of 10 days, plus two days for travel to and from the overseas destination. Hybrid courses must satisfy the credit hour requirements specified above. **For the online portion, the 6-8 hours per day would include all the time spent on course activities such as doing readings, watching online material, completing assignments and homework, participating in online discussion, etc.**
- For courses taught fully abroad, the time spent abroad must be a minimum of 20 days, plus two days for travel to and from the overseas destination.
- All UMAIE courses are subject to a 26-day maximum.

4. Logistics and Travel Planning

- Consider carefully the number of sites you propose to visit, their geographical proximity to each other and the time spent traveling between them. You must make a good case for the amount of travel proposed. A large number of sites and/or countries does not necessarily make the best course and usually increases the cost to the students.
- Attempt to balance course lectures, site visits, and designated free time. UMAIE courses are simultaneously exciting and tiring, both to faculty and students. As you plan your syllabus, consider things such as jet lag, in-country travel delays, and evening activities, all of which can add to fatigue. As a general rule, we encourage faculty to consider days in thirds and program an average of two-thirds of each day with course-related activities.
- Schedule non-academic segments (mornings/afternoons) periodically throughout the program.
- Plan site visits mindfully; for example, scheduling three museums in one day will produce tuned-out students by the afternoon.
- Students need to know in advance how they are to procure assigned reading materials (e.g., purchase prior to departure, purchase-on-site, use of libraries). When students are expected to carry out research projects, you must ensure that libraries, other research facilities and/or Internet access are available and adequate.

Strive to keep your course affordable to prospective students. Complex logistics can increase the cost dramatically. Consider meeting with a representative from Seminars International during their fall or spring campus visit to discuss cost reduction strategies.

5. Draft a Daily Integrated Syllabus

- As part of the course proposal, UMAIE requires an integrated syllabus which must be drafted in a daily format and include the length of time in each location.
- The syllabus must contain descriptions of educational activities (lecture titles or topics, readings, cultural site visits, group discussion/reflection time, guest speakers, cultural events, etc.) and intercultural-orienting activities.
- In order to be approved, your syllabus must clearly articulate the link between course activities and the learning objectives of the course. You must include a brief statement (2-3 sentences) after each programmed day of your course schedule connecting the activities of the day to your course objectives.
- Specify the length of time spent in each daily course activity as well as the amount of unstructured course time in each day.

6. Develop Evaluation Criteria and Methods

- Evaluation methods should support and reflect the integration of course content and intercultural learning.
- Letter grades are required for all UMAIE courses.
- Decide the grading categories you will use as the basis for the course grade (e.g. participation, daily assignments, exams, papers, presentations, journal entries, field observation reports, etc.) and specifically describe each category. Faculty should avoid giving a percentage grade for "attendance" since attendance at all class activities is mandatory.
- Clearly set forth the percentage you will allocate to each grading category.
- UMAIE requires a final assignment (essay, final examination, integrative project, paper) that synthesizes in a meaningful way student learning and academic achievement.

B. Course Proposal Process

1. A Statement of Intent (non-binding) is due to your UMAIE Board member 22 months prior to your intended departure (e.g. Statement of Intent for J-Term 2018 is due in March 2016).
2. Prepare a course proposal using the UMAIE Course Proposal form. The intent of the course proposal is to elicit what you want students to learn from the course, how they will learn it, and how the learning is connected to the sites you will be visiting. It is important, therefore, to be as explicit as possible about course goals, teaching methodology, requirements, and assessment. It is understood that the syllabus may

need to be altered as logistical arrangements and academic content are determined over the following several months.

3. The completed course proposal is due to your campus UMAIE Board member at least 15-16 months prior to the proposed date of departure. Proposals are due in September or October on a date determined by your home campus.
4. Proposals are first reviewed on the home campus. You may receive a request from the home campus to revise and resubmit your proposal before it is submitted to UMAIE.
5. Finalized proposals should be sent to your campus UMAIE Board member by the date determined by your home campus. Your campus Board member will then submit your proposal to the UMAIE Secretariat who will disseminate it to the Board for evaluation prior to the December Board meeting.
6. Proposals are approved or rejected at the December Board meeting. After the meeting, your campus Board Member will inform you of the status of your proposal.
7. UMAIE will issue a contract letter for all approved courses.

V. PRE-DEPARTURE POLICIES AND PROCEDURES

A. Course Pricing

1. Seminars International, in consultation with the Faculty Director, determines final course prices.
2. After a course proposal is approved by the UMAIE Board of Directors, Seminars International will be in contact with the Faculty Directors to clarify exactly what items need to be prearranged and included in the course costing. This information is compiled between mid-December and mid-February. Among items that need to be included in most program budgets are:
 - Airfare to/from the course location, as well as any in-country air arrangements
 - Visas for US citizens (if required)
 - Transfers between airports, rail stations and hotels
 - Transportation between cities (rail or private coach)
 - Transportation within cities (for guided tours, excursions and/or site visits)
 - Accommodations (usually centrally-located hotels or university lodging). Homestays may be arranged in certain cities upon request. If a particular hotel or university lodging is requested, every effort will be made to reserve accordingly
 - Guides for tours and site visits
 - Classroom meeting space
 - Group meals (usually daily breakfast is included plus 4-5 group dinners)
 - Performance tickets
 - Assistance with interviews/site visits
 - Transportation passes for travel within cities (e.g. metro pass for Paris)

- Museum passes and other entrance fees
 - Group Fund allowance for on-site events, payments to guest lecturers, gratuities for guides and drivers, group meals that faculty wish to arrange at their discretion, etc. Usually a minimum of \$100 per participant is included in the budget for Group Funds.
 - Any other items that may enrich the course
3. By early March, a summary routing sheet, itemizing all prearranged course activities, is sent to Faculty Directors for final approval. Based on the summary routing sheet, an inclusive budget is prepared to cover all items which are to be prearranged for the course. In addition to the course activities, an amount is included to cover faculty cost of transportation to/from the course departure point (Twin Cities), and meals for faculty that are not included in the course itself (usually \$10 per breakfast, \$15.00 per lunch and \$25 per dinner). This budget is presented to the Faculty Director for approval by late-March.

B. Faculty Director's Fiscal Responsibilities

1. Fiscal planning is not necessarily part of standard academic training. On campus, faculty are usually free from responsibilities for budgeting, maintaining detailed financial records, and other money matters. But faculty directing an overseas program become, of necessity, partners with UMAIE and home campus administrators in planning budgets, making payments and keeping records. For UMAIE courses, Faculty Directors need not concern themselves with internal campus considerations (e.g. tuition, financial aid, cash flow, etc.). However, each Faculty Director does need to accept the responsibility for understanding his/her program budget and managing it in the field.
2. Faculty Directors are expected to:
- Maintain an itemized written record of all expenditures made from the Group Funds including date, amount, and description of the expenditure (e.g. 1/5/12, \$25, tip to Madrid tour guide).
 - Obtain receipts for any expenditure made from the Group Funds.
 - Faculty are expected to spend their group funds during the course or, if possible, return unused Group Funds to the students prior to returning home. Unused Group Funds will not be returned to the students after the course is over.

C. What Doesn't the Course Budget Cover?

1. **Faculty Director expenses** not covered by UMAIE or their home institution include the following, which Faculty Directors must be prepared to pay for out of pocket.
- Passport and related expenses
 - Personal expenses such as vaccinations, inoculations, clothing, medicine and laundry
 - Personal entertainment and incidental expenses
 - Customs duty on items mailed without prior approval from UMAIE

- Baggage fees, either domestic or excess/overweight
 - Telephone charges unrelated to the course
 - Penalties for changes in travel itinerary once tickets have been issued
2. **Student expenses:** Orientation materials distributed to all students include instructions to bring a sufficient amount of spending money to cover personal expenses and emergencies. Expenses not covered by UMAIE include the following, which students must be prepared to pay for out of pocket:
- Personal travel arrangements outside of the course-related itinerary.
 - Any expenses related to lost or stolen passport, including telephone calls, cables, replacement cost and transportation.
 - Required medical attention in or out of the host country, any cost of treatment, medication, transportation, and other related expenses is the responsibility of the student. The student may file an insurance claim for with CISI Insurance (provided with all UMAIE courses).
 - If the student does not have sufficient funds to cover emergency expenses, the Faculty Director may loan the student money from the program's Group Funds. It must be made clear to the student that s/he will be billed after completion of the program and the student should sign a receipt for any funds spent on his/her behalf. Unauthorized spending of money on behalf of individual students in non-emergency situations should be avoided, as there are obvious complications involved with the eventual recovery of such funds, despite the good intentions of all parties involved.

D. Recruiting Students and Promoting Your Program

1. Active promotion of faculty-led programs occurs naturally in the classroom and advising context. Obviously, you should take the lead on campus in promoting your own program as well as offer support for other courses being offered. An economist, biologist or art historian who tells a class, "When you go to ____ you will want to ____", is recruiting. So is the one who draws on the experiences of class members who have been abroad, or invites international students and faculty or campus visitors to speak in a class. Faculty Directors are equally important in providing an overall atmosphere that can foster interest in study abroad.
2. **Promoting your course early and getting students to apply on time will be vital to whether or not your course will operate.** Successful UMAIE Faculty Directors are constantly promoting their courses both in the spring and fall recruitment periods.
3. Encourage students to apply by the Priority Application Deadline in April. Let them know that many courses fill on that day so they may miss an opportunity if they do not apply early. Remind them that applying early carries no financial risk since their \$500 deposit is fully refundable if cancellation notice is given prior to September 15.
4. Other on-campus recruitment ideas include using the social media, scheduling on-campus promotions and emailing course descriptions or visiting classrooms of students who may be interested. In this day of tightly scheduled degree plans, courses that meet general and/or major/minor distribution requirements will fill more quickly.

5. Talk to your campus Board Member for additional marketing ideas.

E. Application and Enrollment Processes

1. All UMAIE students must apply online through their International Education or Study Abroad office.
2. Each member institution determines its own application process. Some institutions require an online process while others use a paper application process. See your campus UMAIE Board Member for information regarding the process on your home campus.
3. A complete application includes:
 - UMAIE January Term Abroad Application UMAIE January Term Abroad Agreement
 - Copy of photo page of passport OR completed passport application
 - \$500 deposit check made payable to Seminars International
 - Any additional documents or forms required by the student's home institution
4. Applications submitted by the priority application deadline in April are sent by each member institution to the UMAIE Secretariat for processing.
5. In mid-April, the UMAIE Secretariat will electronically transmit student applications to the Faculty Director.
6. The Faculty Director will review the applications and in early May will notify the UMAIE Secretariat of an admission decision for each applicant: admitted, rejected or waitlisted.
7. Applications received after the priority application deadline will be submitted to the UMAIE Secretariat upon receipt. The Faculty Director will render a decision on each application within 2 weeks of receipt.
8. Faculty Directors will receive enrollment updates from the UMAIE Secretariat.
9. In mid-September, courses with an enrollment fewer than 10 students will be cancelled.
10. Note that internal deadlines on each campus may differ from the deadlines specified in the Dates to Remember document.

F. Information Given to Accepted Students

1. After students are accepted into a program, the UMAIE Secretariat will provide them with an information sheet of steps to follow once accepted into a UMAIE course.
 - UMAIE Medical Health Questionnaire Form
 - Review and submission of passport copy
 - Verification of visa requirements
 - Required or recommended immunizations
 - Travel deviation instructions
 - Orientation requirements
 - Cancellation policy

- Final Payment policy
2. Faculty Directors will have access to this document and should be prepared to answer questions from students and parents. This material should also be covered in the pre-departure orientation session.

G. Setting up Communication Protocol

1. It is important before your group departs to have in place procedures for maintaining regular, as well as emergency and contingency, communications between the group, the home campus and Seminars International. Reporting any program or health emergency or event that might involve the security of students is vital, especially if anything requires rapid decision-making. This is especially true in the case of international crises (or the appearance thereof) that are made known to parents via the popular news media, or student texts/calls/emails back home. UMAIE, in such circumstances, acts as a liaison with participants' families in the U.S., and thus needs accurate, reliable, up-to-date, on-site information.
2. The main telephone number of Seminars International (312) 332-7027 has a 24-hour answering service for emergency contact. However, Faculty Directors usually consult the local in-country operator or hotel manager first for preliminary assistance after stabilizing a student in a medical emergency. It is extremely important that the home institution of the participant involved in an emergency be kept informed first to then inform the family as needed. The home institution's Board member may contact family members. Seminars International will work together with the home institution and Faculty Directors to assist in an emergency.

H. Orientation Program

1. **UMAIE** requires all Faculty Directors and students to participate in an orientation program.
2. There are 3 mandatory modules to the UMAIE Orientation.
 - **Online self-study and quiz on the UMAIE Student Handbook** – students must study the UMAIE Student Handbook and then take and pass a 20-question online quiz by a deadline set in late October. Instructions for this module will be emailed to students by the home campus study abroad office.
 - **Online Orientation Webinar** – in October/November, students will participate in a 90-minute online Orientation Webinar conducted by the Faculty Director with technical assistance from a UMAIE consultant. Instructions for this module will be emailed to students by the home campus study abroad office.
 - **On Site Orientation** – the Faculty Director will conduct an on-site orientation in January upon arrival at the initial destination. Arrangements for classroom or space appropriate for this activity should be made through Seminar's International.
3. Faculty Directors are expected to:
 - Select a date and time for their Webinar when contacted in late May

- Review the document Best Practices: Faculty Online Orientation (see Appendix H)
- Develop a PowerPoint presentation for use in the Webinar
- Work with an outside consultant hired by UMAIE to develop, rehearse and conduct the Webinar

4. The Faculty Director should include the following matters in the Orientation Webinar:

- **Category I – The Essentials**

- ✓ Passports and visas
- ✓ Health issues
- ✓ Medications – bring supply of prescription and OTC medications
- ✓ Importance of disclosing any medical issues, medications, etc.
- ✓ Recommended or required vaccinations
- ✓ Alcohol and drug policies
- ✓ What to do if someone gets sick
- ✓ Behavior code – what happens if there are violations?
- ✓ Group dynamics – what is needed to be a good member of a study abroad group?
- ✓ Safety
 - Stay in pairs or groups
 - Know where you are and stay in lighted areas
 - Carry hotel card with phone number and address with you
 - Avoid demonstrations
 - Good and bad locations – how to know the difference
 - Use a money belt
 - Pickpocketing – don't fall for pictures, little kids, falling coins, jostling, spills, etc.
 - Be aware of common views and misperceptions of Americans in host country

- **Category II – Financial Matters**

- ✓ Credit Cards – notify issuer that you will be using your credit card abroad; ask issuer about foreign transaction fees (often 3% of amount charged)
- ✓ ATM Card – know your PIN; ask issuer about foreign transaction fees and daily withdrawal limits; availability of ATM machines at destination
- ✓ How much money to take; Remind students what is included in the program fee, particularly what meals are included, and how many meals they will need to pay for out of pocket. Also, give them an estimate of how much to budget for the out-of-pocket meals. (Not being prepared for out-of-pocket meal costs is the number 1 complaint in student evaluations, so your discussion in your webinar about this topic will help them prepare). Also remind them of the need for extra funds to cover emergencies such as a lost passport or doctor's visit; estimated cost of items not included in course fee (e.g. cabs, trains, buses, food, Internet access)
- ✓ Advise on how to access money abroad (local currency, US cash, credit cards, ATM cards)
- ✓ How to get money in an emergency

- ✓ Financial norms (bargaining, street vendors, beggars) etc.
- **Category III – Living Abroad**
 - ✓ Packing – you must carry it yourself!
 - ✓ Clothing – what is appropriate and necessary for the host country culture? Is dress clothing needed? What is needed for the weather?
 - ✓ Hotel/Accommodations – what to expect
 - ✓ Electronics – cell phone, laptop, iPad, camera, hair dryer, voltage converter and plug adapter - what is essential and what is not
 - ✓ Communication – cell phones, calling cards, texting, aps such as Viber, wifi, etc.
- **Category IV – General Course Information**
 - ✓ Specifics for your course – syllabus, books, readings, etc
 - ✓ Grading expectations
 - ✓ Daily itinerary – mention need for flexibility in the event of itinerary change
 - ✓ Free time – how much, expectations, suggestions for how to use free time, recommended resources students can bring along (such as *Lonely Planet*, *The Rough Guide*, *Back Door Series* or *Let's Go*)
- **Category V – Intercultural Awareness**
 - ✓ Knowledge of the host country(ies)
 - ✓ Knowledge of relevant political and social issues in the US
 - ✓ How to be a good guest
 - ✓ Food and eating habits
 - ✓ Values and norms
 - ✓ Sense of self and space
 - ✓ Dress, appearance and gender norms
 - ✓ Advice to deal with special social and physical conditions of the host country (poverty, infrastructure, hygiene, domestic animals, etc.)

I. Seminars International Travel Arrangements Binder

1. Approximately two weeks prior to departure, the Faculty Director will receive a Travel Arrangements Binder from Seminars International. This binder will include the necessary logistical details for the operation of your course.
2. The binder will include the following items:
 - Airline arrangements
 - On-site arrangements
 - Group funds and gratuities
 - Information on all participants
 - Guidance for problem resolution
 - FAQ sheet
 - Reports and evaluations
 - Emergency protocol
3. **Important Note:** Sometimes overseas partners hand-deliver vouchers, transportation tickets and performance tickets to the Faculty Director upon arrival so they will not be included in the binder.

J. Frequently Asked Questions

1. Does UMAIE cover the damage or loss of my personal property?
 - UMAIE insurance does not cover the damage or loss of the personal possessions of Faculty Directors or students — radios, computers, cameras, baggage, etc.
 - Both faculty and students need to make their own insurance arrangements for replacing such items if they are damaged, lost, or stolen. Faculty Directors should check their homeowners or renters insurance policies.
2. What is the policy concerning alcohol or drug use overseas?
 - UMAIE strongly discourages the use of alcohol (and of course any other illegal drugs or intoxicants) by faculty or by students, whatever the local practice and laws in the country visited.
 - The UMAIE January Term Abroad Agreement which all students receive and must sign at application makes clear that all problems, injury or damage related to alcohol/drug use is at the cost/risk of individuals. Faculty Directors should make this known to students and set a good example through their own behavior (as on your campus).
3. What do I do in the case of a medical emergency?
 - Faculty Directors should be familiar with and review the UMAIE Emergency Medical and Political Emergency Protocol document included the Travel Arrangement Binder.
 - You need to have U.S. cellular phone contacts for all students.
 - Students will be made aware that they are covered for medical expenses for illness/ injuries by CISI health insurance for the duration of the program. However, they may need to pay for out-patient medical services out of pocket while abroad, keep the receipts and file for reimbursement after returning to the U.S.
 - You will also receive a copy of the Medical Health Questionnaire Form for each student, indicating health history and any special medical needs.
4. To what extent am I legally liable for what might happen overseas?
 - Faculty Directors are covered by their home institution for Bodily Injury and Property Damage to others for which they are legally liable.
 - You must make yourself and UMAIE aware of any and all unusual or difficult legal requirements in foreign countries, especially regarding vehicles, alcohol use and property damage laws. Make sure you obtain current legal information prior to departure. It is essential that you check with the U.S. State Department for the latest information on the country to which you are heading (<http://travel.state.gov>). It is your responsibility to be aware of these regulations.

- Students and parents should be informed of any real or potential health, safety, and security problem areas prior to departure. Students will have been made aware of the penalties of not complying with UMAIE rules and guidelines of program participation, which transfer liability or risk to the individual student if rules and guidelines are not followed.

5. Can I bring my spouse or significant other with me?

- The responsibility of a faculty leader for the overall physical and academic welfare of the group is quite all encompassing and requires your full attention. For this reason, the UMAIE Board does not encourage a Faculty Director's spouse/partner or family member to accompany a UMAIE course unless that individual is serving as co-instructor.
- UMAIE's policy on this issue is to defer to the "lead" Faculty Director's home campus policy. Policies vary from campus to campus. **All approvals must be obtained from the "lead" Faculty Director's UMAIE Board Member prior to February 19, 2016.** Travel arrangements for an approved spouse/partner or family member must also be requested by this date to be included in the group arrangements (with the understanding that additional expenses will be paid by the Faculty Director or accompanying individual).
- Any accompanying individual approved after February 19, 2016, must make travel arrangements independently from Seminars International. **Costs for an accompanying individual, sharing a room, are typically in the range of 80 – 90% of the full student cost.**

6. When do I need to inform students what is happening day by day?

- Since the itinerary must be planned well in advance, the travel details will be in place and students will receive a day-by-day schedule during the orientation process.
- Further adjustments and refinements can be made later, and discussed at the post-arrival orientation. However, itinerary changes do happen while abroad and you should be sure to establish a consistent means of communication with your students.

7. How much should students be in class and how much free time should they be allowed?

- Work toward a balance between class time and free time, with suggestions for good use of free time. This is a first-time international travel experience for many students and they may need some direction, as they lack the "tools" to travel independently.
- One Faculty Director distributed a list of museums, monuments, historical sites, churches, etc., which students explored in groups of two and three; later they reported on the visits in their journals.

8. How much do students and their parents need to know prior to the orientation process?

- Periodic mailings or emails to students enrolled in your course are highly effective. They will appreciate hearing from you (and will be able to share this with their parents and friends). They will also be receiving information from Seminars International and the UMAIE Campus Board Member. Be sure to ask students to share information with parents or people who might like to know.
9. Should I get foreign currency prior to departure?
- Purchase of some local currency, prior to departure, is okay but usually not necessary. Since U.S. bank exchange rates are likely to be far less favorable, it is not a wise thing to purchase more foreign currency than will be needed during the first couple days. More specific instructions regarding finances will be in the Seminars International Travel Arrangements Binder.

IV. Overseas Responsibilities: Teaching on the Road

A. Arrival and On-Site Orientation

1. Immediately after arrival, students are likely to be filled with varying degrees of euphoria and panic, anticipation and anxiety. They often will have forgotten what they learned beforehand and why they are there.
2. Your orientation session, held on-site as soon as possible following arrival, should review information they have already received about the program, policies and rules, the host country, etc. It should give students a chance to get to know one another and you, as well as to discuss and examine again their expectations and motivations for going on the program. This is also the time to review the educational objectives of the course. It is the optimum time to lay things out as you intend them to be. You are never more likely to have their fullest attention than during the first days overseas.
3. Obviously, the specific content of the orientation session will vary from program to program, country to country. General topics to be covered, however, might include:
 - Program rules and policies
 - Rules and regulations of the host institution (if applicable)
 - Proper conduct and the consequences of improper conduct
 - Information on the host country and its laws
 - Cross-cultural coping and integrative skills
 - Daily schedule and program itinerary, including excursions and field trips
 - Evaluation and grading policies
 - Housing/roommates
 - Local cuisine and customs
 - Health issues
 - Staying safe while on the program

B. Providing Additional Materials

1. To the degree possible, it is helpful to provide students with specific on-site information in handbook form so they can carry it with them in their backpack.
2. The ideal handbook might include:
 - A map of the area around the locations you will be visiting
 - The names and addresses of recommended places to eat nearby
 - Places for buying food and drink
 - Recommended shops for purchase of sundries, supplies, books and clothing
 - Pharmacies, hospitals, banks, post offices, bus and taxi stations, etc.
 - Cultural and historical landmarks, buildings, monuments, etc.
 - Vocabulary list to aid students in buying what they need locally and having other practical needs met
3. Complementing this written information, consider scheduling a hands-on tour of the program setting, pointing out important locations and points of interest (when applicable), churches and temples of specific denominations, and the public transportation systems.

C. Setting up and Monitoring Living Arrangements

1. Whether your students are living in hotels, university housing, or with host families, you need to prepare a talk on the “do’s and don’ts” of this new social environment.
2. Try to provide culturally specific information concerning adjustments to family life (or the student culture) in the host country. It is important to convey to students that communications with the host family or other students may be challenging at first and that they should be as polite, respectful, and patient as possible.

Adjustment will take time, but the rewards of this situation are many. While there is a natural inclination for students to wish to “hang out” with each other, it is important to stress the importance of trying to fit in with local social life, to make friends in the time available, and to reach out to the new culture.

D. Explaining Your Role and Course Expectations

1. Some students will see you as their lifeline to familiar security networks back home, while others will see you as a potential deterrent to their free and open taste of a new cultural smorgasbord. Defining a middle ground between these extremes should be one of your first objectives. It is here that boundaries need to be defined, limitations discussed, risks reviewed and, most significantly, information given regarding when and where you will be available and for what.
2. You must emphasize what is expected of each participant and how important their behavior and cooperation are to the overall success of the program.
3. Caution should be taken not to mislead students or to over-promise things. Experienced directors say that sometimes the more faculty agree to do for participants, the more

students will come to rely on them, rather than learning to take advantage of their new opportunities and relative freedoms. On the other hand, students do need and usually appreciate seasoned guidance and prudent counsel.

4. Expectations and goals of students often prove unrealistic, in terms of their own capability and training, and in terms of what the program has to offer. One past participant commented, "Don't expect anything — your expectations, good or bad, won't be right, and you'll be disappointed." This overstatement contains some truth, of course, especially for students intent, for example, upon becoming fluent in a language in three or four weeks.

E. Achieving Good Group Dynamics

1. Students will spend a good deal of time together as a group. The concentrated overseas living and learning environment is quite different from their domestic campus setting where individuals work out the life-style which best suits their personal resources, interests, and whims. It may therefore be useful to point out the importance of patience, sharing, and self-restraint in a group setting and to note the many ways in which study abroad is distinctly different from study in the U.S. This difference applies to general social behavior, as well as classroom behavior.
2. It is very important to challenge students to:
 - Be open, flexible, and adaptive
 - Show individual initiative
 - Do their best to take maximum advantage of the new learning environment that will surround them overseas
 - Learn something they cannot learn on their home campus
3. Each group of students will have its own characteristics and particular tenor. Obviously, it is to your benefit to figure this out as early as possible in order to anticipate potential problems along the ways. Immature and vociferous students need to be reined in; silent, shy ones are encouraged to reach out. If you can, identify the natural group leaders and use them to solve some problems.

Often students unconsciously expect the conveniences of home and a high service program – characteristics that in fact may be counter to the learning experience abroad as well as impossible to provide. When students nurse dissatisfactions, behavioral or morale problems for the group may develop. Many students who are used to acting independently may find a group context stifling, while other students may find the group context helpful. You play the major role in counseling students and in providing a perspective on situations that may arise, both during the orientation process and during the remainder of the program.

F. Assisting Students in their Cultural Adjustment

1. You should be aware of the normal, predictable phases of culture shock. You should try to set the tone for understanding and accepting cultural differences in terms of lifestyle, food, values, dress, etc. Your genuine interest in the culture, language and program should serve as an example to motivate students.

2. If your group is like others in the past, it will contain students who are savvy about living and learning in a "foreign" environment and have good coping skills, as well as, at the other extreme, some who have never visited a foreign country. Obviously, these differences in background and attitude can split the group into two or more camps. Therefore the wisest approach might be that of appropriating the more experienced travelers in ways that encourage them to work productively with less-experienced travelers.
3. Once students indeed become aware that they are in a "foreign" social and cultural environment, they often become much more eager to fit in and not embarrass themselves. At the other extreme, there are students who will do everything possible to resist assimilation and giving up habits and values with which they are comfortable, especially if their new environment seems threatening. Encouraging students to immerse themselves in their new environment to the degree possible is of course an ideal worth pursuing. On the other hand, given the shortness of the time and the U.S. academic expectations which must be met, there are limits as to what can actually be accomplished, by even the boldest and most enterprising of students. Early efforts at building group thinking and morale can help lessen culture shock by directing attention to those goals that are achievable.

G. Integrating Excursions into the Learning Objectives

1. While it is understandable that each student brings to the program a certain set of concerns and interests, it is still important to relate to them the reasons why all planned activities are important and are relevant to the success of the course for them. You are responsible for contextualizing the excursion within the cultural and academic milieu of the program.
2. **Attendance at all classes should be considered mandatory.** A student should be excused only because of illness. Any student chronically late or absent from classes or excursions should discuss the situation with you and you should take appropriate actions. Under no circumstances can program participants be refunded money for an excursion in which they chose not to participate.
3. When necessary, students should be reminded that participation in excursions is an expression of interest and courtesy to the host country and that every student has a responsibility to act as an ambassador for the program and for UMAIE, despite possible feelings to the contrary. Embarrassing situations arise when special efforts are made to include students in special local activities, and few attend. Failure to attend such activities can be a serious disappointment for host nationals, and may compromise the status of the program, thereby making it more difficult to schedule worthwhile activities in the future.
4. You will be provided with on-site contacts, arranged via Seminars International. Become acquainted with these guides and other staff organizing the excursions, as well as with the specific terms of the contract made with the local partner on behalf of UMAIE. You are responsible for making sure the local partner fulfills the terms of its contract. An evaluation of the excursions and the local partner will be included in your final report.

H. Advising Students

1. The fact that overseas teaching, learning, and academic/personal advising takes place in a "foreign" cultural setting can be both liberating and threatening to students. The counsel you will be asked to provide is considerably more likely to address the "whole person" of the student, rather than the more limited version which students generally share with faculty domestically. Responding to the intellectual needs of students, as well as the emotional and mental adjustment problems that some students develop, can therefore be a major challenge. It is also one that the average faculty member may not be fully prepared to deal with, without some serious forethought.
2. From years of experience in providing cross-cultural adjustment counseling to military personnel overseas, Dr. Brian Riedesel, Associate Professor of Counseling Psychology at Argosy University, suggests that the occurrence of mental health casualties can be reduced by following some basic guidelines designed to minimize the anxiety that comes with an unfamiliar setting. These include:
 - Frequent communication with all members of the group
 - Building group cohesion
 - Establishing a sensible pacing of program activities to reduce fatigue
 - Sensitive leadership
3. While most issues Faculty Directors confront may be fairly routine and can be satisfied with accurate information and foresight given to the group as a whole, deeper and broader questions are also very likely to arise for some individuals. The key is to:
 - Challenge students to try to integrate what they experience outside the classroom into their primary educational goals for being abroad, not to see it as something extraneous to what "the program" asks or offers.
 - Make sure that those who are having trouble know that you are there to assist them in any way you can.
4. You will probably not have an "office" in which to meet with such students, but you are nevertheless expected to be available to students on a regular basis and inform program students of your availability. At a minimum, you should try to be available to students before and after classes and there will always be places that can be used for private and small-group meetings.

I. Providing Health Care

1. Travel abroad can bring out a variety of minor illnesses and ailments – and medical catastrophes are always possible. You are not of course expected to function as the group nurse or medic. However, you should be prepared to give health care advice appropriate to the setting and be familiar with the local health care delivery system, as well as how students can obtain routine health remedies.
2. Under no circumstances should you serve as "in-house pharmacist" by dispensing any kind of over-the-counter medicines or medical counsel. The pre-departure orientation on health issues should have informed participants about bringing their own supply of

whatever they might need. Post-arrival orientation can provide an overview of how to treat minor health problems locally and what to do in the case of emergencies.

3. The location of the program is naturally a major factor in the health risks students may encounter. In all cases, health and medical care are important topics to be discussed as thoroughly as is necessary. The need for good personal hygiene should also be emphasized.
4. Should a problem arise, the student should be advised to inform you as early as it becomes known, so that an informed decision can be made regarding treatment. While we do not realistically expect students to inform you of every cold or upset stomach, ailments that do not disappear in a few days should be reported. Prompt treatment may eliminate the need for hospitalization.
5. In most cases — e.g., colds, the flu, sore throats, and minor ailments — there is likely to be satisfactory treatment with doctors on call to make visits to hotels, at local hospitals and clinics, again, depending on the location (and always sighted in advance). In the event of more serious injuries or illnesses, you should be prepared to accompany the student to a medical facility for care, having made pre-arrangements for someone to take over your leadership role in the interim.
6. Fear and anxiety can often take a toll on students in an unaccustomed environment, making them unable to describe their own condition and symptoms accurately. You will have to use your own discretion with regard to deciding on the appropriate medical treatment, hospitalization, (and sometimes surgery).
7. If situations arise in which extensive medical treatment is required, always stabilize the student first, then contact immediately the student's home institution followed by Seminars International. Seminars International's local partner and on-site contacts will provide you with guidance and information.

J. Resolving Student Disciplinary Problems

1. Expectations for appropriate student conduct are based on the same general standards that are in effect on the home campus and must be communicated to students both before departure and after arrival. If additional rules are needed on site, you must go over this during the orientation session.
2. In the event of an incident that involves academic or behavioral misconduct or a student's difficulty with local authorities, inform the student's home institution immediately followed by Seminars International.
3. Campus judicial procedures are impossible to replicate abroad. However, should an incident occur, you will want to proceed in a way that follows due process and will determine whether misconduct in fact really did take place. Evidence needs to be gathered carefully, and students need to have the opportunity to respond to the charges and the evidence. Hopefully the outcome of the procedures will be that the student learns from the experience and can participate in a positive way in the remainder of the

course. You are encouraged to maintain as much oral communication as possible with the student. A written record, however, will afford the best protection should the incident be reviewed at a later date. In the most severe cases where dismissal is a consideration, consultation with the student's home institution and Seminars International must take place prior to taking action.

4. Overall, we urge Faculty Directors to consult with the student's home institution at any point during this process if there is a need. Some problems that arise are very similar to what the campus deans handle regularly, and the precedents they have experienced may serve as a guide.
5. In cases where cultural factors may come into play or there are other complications, study abroad professionals may be able to identify others with relevant experience or expertise.
6. If prior consultation with people stateside is not possible, you must proceed on the basis of your own authority. A full, written report on the reasons for the action must be prepared and submitted upon return.
7. All expenses involved in sending a student home for disciplinary problems are the responsibility of the student. No refund for the remainder of the program should be expected in the case of dismissal.

K. Responding to Natural, Political and Social Emergencies

As the on-site UMAIE representative, it is your responsibility to coordinate an appropriate response to any natural, political, or social emergency that may arise. A determination must immediately be made as to the level of risk confronting participants and a plan made according to the UMAIE Medical and Political Emergency Procedures document (found in the Travel Arrangement Binder).

L. Program Assessment by Students

1. Instruct students to complete the on-line student evaluation form that they will receive from their home campus UMAIE Board Member as soon as possible following the conclusion of the course, evaluating both the academic and logistical aspects of the course.
2. This should help you in your own professional development as a teacher, and is invaluable to your home institution, UMAIE and Seminars International in getting the broadest possible perspective on the program and thus deciding whether to offer it again. It is important that all students complete the evaluation.
3. For most students, the overseas experience will have been one of the most eye opening of their lives, and they will rave endlessly about its many positives. Most, upon reflection, will be able to reach a more balanced view, and will have useful suggestions to make about improvements for the next time.

4. Before students fill out their evaluations, it is sometimes very helpful to hold an informal group discussion to help them put their experience in perspective. For a few students, a sojourn abroad may end up being one long negative experience. Possibly, hesitant actions and in-grained attitudes prevented the desired openness and growth from having a chance, and they never got beyond the defensive strategies of coping with, but not really entering, the new culture.

M. Sexual Misconduct Policy



UMAIE Sexual Misconduct Policy

Federal regulations under Title IX require institutions of higher education to have clear policies regarding sexual misconduct, with explicit reporting procedures. This document explains what is meant by “sexual misconduct,” and clarifies the rights and responsibilities of faculty and students on UMAIE courses.

UMAIE takes incidents of sexual misconduct seriously and will investigate and resolve incidents as appropriate to protect students’ rights and personal safety.

Description of Rights Under Title IX

Under Federal Legislation for Title IX, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.” Title IX legislation is specific to students participating in a UMAIE course. Violation of this policy is a violation of the UMAIE Student Code of Conduct. All participants in UMAIE courses have the right to be free from sexual violence. If you are a victim of sexual misconduct, you have the right to report the incident and seek help, including medical care and reporting to the police.

What is Sexual Misconduct?

- Non-consensual sexual contact
- Non-consensual sexual intercourse
- Sexual exploitation (taking non-consensual or abusive sexual advantage of another)

Reporting Procedure

UMAIE students who have experienced or witnessed sexual misconduct should immediately notify their Faculty Director or Campus UMAIE Board Member. UMAIE and its member institutions will thoroughly investigate student complaints. Any investigation will be confidential to the fullest extent possible. The complainant and the person about whom the complaint is made will be notified of the results of the Consortium’s investigation. The appeal process for any contested decision will be according to the policies in place at the home institutions of those involved.

Confidentiality

Students who wish to report or discuss sexual misconduct incidents should be aware that UMAIE staff or Faculty Directors are required to report issues of sexual misconduct to the home campus. However, to the extent possible under law, the UMAIE consortium will respect the confidentiality of the sexual assault victim and the alleged offender(s) as much as possible.

Students Should Keep the Following in Mind

- Alcohol is the *number one* date rape drug.
- Be careful what you drink and with whom. It is very easy for someone to put a date rape drug in YOUR drink. Rohypnol is the best known, but it's not the only one.
- It is YOUR responsibility to take care of yourself and be attentive to your own safety, but if you are assaulted it is NOT YOUR FAULT. No one has the right to assault you.
- Even if you are passed out drunk, and you are raped, that is sexual assault and you have been the victim of a crime!

If A Student Is Sexually Assaulted:

- Get to a safe place as soon as possible.
- Immediate contact the Faculty Director.
- Evidence collection procedures vary in different countries. Talk with the Faculty Director for advice about preserving evidence for the police or local authorities.
- GET SUPPORT. Ask your faculty program leader for assistance in contacting a counselor, family member, religious leader, or other individuals who will provide you with support.

Required Procedures for Faculty Directors

Faculty leaders of UMAIE courses are required by law to report instances of sexual misconduct to their home campus. A formal report will include the name of the student bringing forward the complaint, details of the incident, the name of the affected student, and the name of the person who is being accused.

If a student approaches the Faculty Director regarding sexual misconduct, do the following:

- *Believe* a student when they disclose that they were the victim of violence.
- *Explain* to them that you are required to report this to your home campus.
- *Report* the incident to your Campus UMAIE Board Member, who will then advise you about appropriate next steps.
- *Remember* that a victim of sexual misconduct has the right to preserve evidence, seek medical care, report the incident to the police and, in the case of student-on-student assault, file a formal complaint against the other student after return to the home campuses.
- *Support* the student's decision to seek help, talk with a counselor, go for medical care, or contact the police. (Police integrity varies from country to country. If a student wishes to contact the local police, and you are not sure the police will respond appropriately, call your Campus UMAIE Board Member to discuss advisability of reporting and decide on procedures.)
- *Advise* the student about any sources of support he or she may need, including family members, campus counselors, religious leaders, etc.

VI. Post Return Responsibilities and Follow-Up

A. Grading

1. Course grades must be submitted to the UMAIE Secretariat by February 2.

2. The UMAIE Secretariat will submit grades to each student's home campus Registrar within announced deadlines.

B. Final Report and Course Evaluation

1. UMAIE requires Faculty Directors to write a final report upon return, documenting travel, accommodations and unforeseen problems and a detailed financial accounting.
2. Instructions for writing the final report can be found in the Seminars International Travel Arrangements Binder delivered to the Faculty Director in December.
3. Faculty Directors will also complete a UMAIE evaluation form upon return from the course. This evaluation form asks for the Faculty Director's professional and personal assessment of the relative strengths and weaknesses of the academic and the travel programming.

C. Closure

1. Once you and your students have returned to your home campuses and you have completed your program evaluations, your responsibilities come to an end. Having said this, it is also likely to be the case that further reflection on what the course accomplished (and perhaps didn't) on both your part and that of your students is likely to be present in abundance. This thinking should lead to a natural process of course revision as you think about repeating the program in a subsequent year.
2. Think of ways to share your experiences with other UMAIE Faculty Directors, past, present or future! Campus sharing, perhaps by writing an article for the school newspaper or hosting a talk illustrated with photos or videos, is strongly encouraged.
3. Think about ways to encourage your students to think further about their time abroad, as it might impact their ongoing studies, personal development, and career aspirations. It might be possible to challenge students to use their overseas experience in classes they are taking, in leading discussions or in writing assignments. Most students will appreciate this sensitivity and recognition of what they have recently learned.
4. Even though students on any given program will be drawn from a number of different UMAIE institutions — making a formal re-entry program logistically difficult to arrange — some course instructors in previous years have hosted a course "reunion" or informal social get-together, as a means both of keeping the memories of this experience alive and of bringing some sort of satisfying closure to it.

Consider entering your best program photos in the UMAIE Faculty Photo Contest. Submissions are accepted each year by March 1. See the UMAIE website for details.

VIII. Information

A. UMAIE Board of Directors Contact Information

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NOTE:

1. Additional campus representatives from member institutions may attend Board of Directors meetings in an ex-officio capacity.
2. Voting Board of Director members listed above may designate a proxy to represent and vote for their home campus at a Board of Directors meeting.
3. Member institutions may internally delegate some UMAIE responsibilities to non-Board Member campus representatives. Contact information for any additional campus representatives can be obtained from the home campus Board Members.