



# FOOTHILL COLLEGE

## GLOBAL EXPERIENTIAL LEARNING

### Application Packet

### Spring 2026 Study Abroad Faculty Program Lead Position

**Applications Due on January 24, 2025 by 5:00 p.m.**

**In-person interviews the first week of February 2025**

**Notification of faculty leads & destination by the end of February 2025**

#### Summary of the Opportunity:

We are accepting applications for the exciting role of “Faculty Lead” for our **Spring 2026 Quarter-Long Study Abroad Program** offered through the Office of Global Experiential Learning (GEL). Two full-time, tenured faculty will be selected to lead a group of 30-40 students abroad for an 8-10 week program in one of the following destinations:

1. San José or Heredia, Costa Rica
2. Santiago, Chile
3. Buenos Aires, Argentina
4. Mérida (Yucatan), Mexico
5. Cape Town, South Africa
6. Rabat, Morocco
7. Prague, Czech Republic

On these GEL quarter-long programs, we partner with a study abroad provider such as [AIFS Abroad](#) or a comparable partner for all aspects of the program infrastructure, e.g. student and faculty housing, classroom space, faculty offices, etc., as well as (ideally) providing opportunities for service learning and/or internship experiences for our students. In addition, the partner provides a pre-departure and arrival orientation, 24/7 support in-country, usually some type of “life and culture” workshop series, and faculty support in coordinating academically-oriented field trips and immersive experiences.

Two Foothill faculty are selected by the GEL Office in collaboration with the Office of Instruction to serve as the instructional faculty and the program leads. With support from the GEL faculty coordinator, these faculty leads are responsible for:

- program design (academic theme with identified program learning outcomes)
- course selection (each faculty will offer 3-4 courses/11-15 units as part of the program)
- student recruitment
- applicant support, including assistance with connecting students to scholarship opportunities/financial aid
- pre-departure orientation(s) & community building
- course instruction
- in-country student support (in coordination with the provider and GEL Office)

All full-time, tenured instructional faculty are eligible to apply for these positions. Selected faculty teach their full load (minimum of 11 units) for the quarter as part of the program (faculty cannot be assigned overloads as part of the program, and are discouraged from teaching additional online classes during the quarter they serve as a faculty lead).

Faculty leads are selected based on the following criteria:

- Alignment of proposed coursework & theme to one or more of the identified program destinations
- Compatibility of proposed coursework between the two faculty leads associated with a proposed destination to ensure students can cover a range of GE Areas, or a “deep dive” into a specific discipline
- Demonstrated understanding of the roles and responsibilities of faculty leads
- Experience leading study abroad and/or demonstrated willingness to engage in related professional development

Faculty will have the option to adjust their instructional hours to fit the length of the program (e.g. 8 or 9 weeks), or offer their courses in a hybrid format with some online instructional hours before or after the experience abroad. Given the uncertainty of internet access in many locations, no online instructional hours should be included in the “in country” portion of the program design.

Students on these programs are required to be full-time, and therefore will take 12-15 units in the courses being offered by the faculty leads. Enrollment in non-program courses (i.e. online courses) is highly discouraged. While there is a minimum enrollment of 25-30 students needed in order for the program to run, there will be no enrollment minimums for the individual courses being offered. Ideally the enrollment will be spread out evenly over all courses being offered as part of the program.

Each program will have a “theme” that connects the learning outcomes from each of the courses offered by the program faculty into a cohesive immersion experience. Faculty selected to be the program leads are encouraged to collaborate on course design, and coordinate/co-lead the experiential learning opportunities, such as field trips, research projects, service learning/volunteer opportunities, etc. Ultimately the overall program design will be up to the faculty leads to finalize and communicate to the program applicants, with support from the GEL faculty coordinator. You can see examples from past/upcoming programs here:

- [Florence, Italy Spring 2023](#)
- [London, England Fall 2023](#)
- [Kyoto, Japan Spring 2025](#)

### **Faculty Lead Responsibilities:**

Faculty leads must meet all intellectual and time requirements of the courses they offer per contractual agreements. In addition, between being selected as a faculty lead and prior to program departure, there is a conservative estimate of 40 hours of pre-departure work faculty are expected to engage in including but not limited to:

- coordinate on program and course design, as described above;
- recruit students, including hosting multiple “info sessions” on campus and/or online, attending outreach events, engaging in social media platforms to publicize the program, etc., from the time the program is announced (Spring 2025) until the program reaches max capacity (with support from GEL and the Marketing Team);
- host a pre-departure orientation, with support from the provider and the GEL faculty coordinator;
- coordinate with the provider in-country staff on all program logistics, including field trip planning, student services and supports, managing student safety and health issues, communicating regularly with the GEL Office, etc.
- attending Office of Global Experiential Learning workshops sessions that are designed up help faculty leads be prepared for the experience ahead;
- anything else needed to support a successful program!

### **Faculty Lead Compensation:**

Faculty leads receive their normal compensation for their loaded classes during the quarter abroad. In addition faculty receive a moderate stipend to cover their airfare, and a moderate stipend to cover their housing (at a rate appropriate for the specific destination for a studio or one-bedroom apartment) or are placed in housing arranged by the provider (dependent upon each destination/provider). Faculty can upgrade their housing allowance at their own expense to accommodate family members, if they choose to bring them on the experience. Faculty are responsible for their own meals and any additional personal expenses.

### **Application and Selection Process:**

Interested faculty should complete the following application and return it to [globalexperiences@fhda.edu](mailto:globalexperiences@fhda.edu) by **5:00 p.m. on January 24, 2025**. Prior to submitting the application, faculty need to meet with their division dean to review their application, including their proposed courses. **Be sure to allow enough time for dean review prior to the application deadline.** IMPORTANT: Applications that do not include a dean’s review will not be considered.

The Office of Global Experiential Learning will review all applications, and interview finalists during **the first week of February**. The Dean of Institutional Equity, Diversity and Inclusion will make the final selection and notify all applicants.

### **Application Support & Additional Questions:**

The GEL Office will be providing two faculty lead application workshops on the following dates:

Friday, January 10<sup>th</sup> from 10-11 a.m. on [Zoom](#) only

Tuesday, January 14<sup>th</sup> from 2-3 p.m. in the Admin Conference Room 1901 and [Zoom](#)

Please reach out to Kathryn Maurer, Faculty Coordinator of Global Experiential Learning for any additional questions and/or for support answering the questions associated with this application.

## Application for the Spring 2026 GEL Faculty Lead Position

1. Name:
2. Division/Department/Discipline(s):
3. Email:
4. Phone:
5. Program destination. Please indicate your level of interest for all proposed destinations for Spring 2026, using the following key: 1-very interested; 2-somewhat interested; 3-not interested in serving as a faculty lead in this destination
  1. San José or Heredia, Costa Rica    1\_\_                    2\_\_                    3\_\_
  2. Santiago, Chile                            1\_\_                    2\_\_                    3\_\_
  3. Buenos Aires, Argentina            1\_\_                    2\_\_                    3\_\_
  4. Mérida (Yucatan), Mexico            1\_\_                    2\_\_                    3\_\_
  5. Cape Town, South Africa            1\_\_                    2\_\_                    3\_\_
  6. Rabat, Morocco                            1\_\_                    2\_\_                    3\_\_
  7. Prague, Czech Republic            1\_\_                    2\_\_                    3\_\_

6. What is the theme of your study abroad program?:

7. Proposed courses you would like to teach as part of this program (include all potential courses, and please consult your department chair and dean):

#	Course #	Course Title	Units	IGETC Area

8. Do you have your dean’s approval to offer any/all of the above-listed courses if selected to be the faculty lead on this study abroad program?
9. Prior Campus Abroad/Study Abroad experience as a faculty lead:
10. Languages spoken (please include level of proficiency—working proficiency, conversational fluency, near native/native—for each language listed):
11. Do you have an anticipated Professional Development Leave scheduled for academic year 2025-26?

12. Please submit a cover letter to support your application, which should include:
- a. your vision for this study abroad program, e.g. your proposed theme, names of other faculty you would like to collaborate with (applicants are considered separately though), how you would integrate experiential learning into your courses using resources and opportunities in the program destination(s) you are interested in going to, and/or through a collaboration with other faculty or local organizations in the host country, etc.
  - b. why you want to be a faculty lead/teach in this study abroad program
  - c. any special qualifications or disciplinary expertise that makes you well suited to lead and teach in this program
  - d. your ideas/plans to support recruitment of student applicants for this program
  - e. any other information that you think is relevant to the selection process