



**Application Packet**  
**Study Abroad Faculty Program Lead Position**  
**Applications Due on March 18<sup>th</sup> by 5:00 p.m.**  
**In-person interviews on March 22<sup>nd</sup>**

**Description:**

In 2023 Foothill College revived our quarter-long “Campus Abroad” program, rebranded as “study abroad” under the new Office of Global Experiential Learning (GEL). The primary goal of this office is to increase access to study abroad and experiential learning opportunities for our students and the communities we serve. GEL programs are intentionally designed to promote learning in a fundamentally different way, by providing themed “immersion experiences” that expose students in a foreign setting to knowledge, concepts and new skills that reflect international, cross-cultural and community-engaged perspectives, while they continue to earn credits towards their educational goals. GEL programs include short-term, faculty designed and led experiential learning programs (generally run during the summer), that faculty propose and initiate (with support from the GEL Office), and our quarter-long study abroad programs, which we offer once an academic year.

We revived our study abroad programs with two back-to-back programs: Florence, Italy (Spring 2023) and London, England (Fall 2023). Our next “quarter-long” (8 or 9-week) program for the 2024-2025 academic year will take place in Spring 2025 and will go to one of the following countries on our short-list of destinations that meet the criteria established by the Foothill Global Experiential Learning Advisory Group, and in which our study abroad partners can provide the needed support for our faculty and students:

- Costa Rica
- Botswana
- Chile
- Japan

We expect to have a final destination selected by the end of March, and student recruitment to begin by April of this year.

On our study abroad programs we partner with [AIFS Abroad](#) or a comparable partner for all aspects of the program infrastructure, e.g. student applications & payments, housing, classrooms, faculty offices, etc. In addition, the partner provides a pre-departure handbook and on-site orientation, 24/7 support in-country, a “life and culture” workshop series, and faculty support in coordinating academically-oriented field trips and immersive experiences.

Two full-time, tenured 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
- student support (in coordination with AIFS 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, and program destination
- Compatibility of proposed coursework between the two faculty leads 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 the 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. The program has a total target enrollment of 40 students, with a minimum of 25 students (programs may be cancelled if the minimum is not met), and a maximum of 50. 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.

### **Faculty Lead Responsibilities:**

Faculty leads must meet all intellectual and time requirements of the courses they offer per contractual agreements. In addition, faculty leads are expected 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 until the program reaches max capacity (with support from GEL and the Marketing Team);
- host a pre-departure orientation, with support from AIFS and the GEL faculty coordinator;
- coordinate with the AIFS 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.
- 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). 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 March 18th**. Prior to submitting the application, faculty need to meet with their dean to review their application, including their proposed courses. **Be sure to allow enough time for dean review prior to the application deadline.** Applications that do not include a dean’s review will be considered incomplete.

The Office of Global Experiential Learning will review all applications, and interview finalists on **March 22nd**.

### **Additional Questions?:**

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.

## Faculty Application Study Abroad Faculty Program Lead Position

1. Name:
2. Division/Department/Discipline(s):
3. Email:
4. Phone:
5. Program destination. Please indicate your level of interest in the short list of destinations for Spring 2025, using the following: 1-very interested; 2-somewhat interested; 3-not interested in serving as a faculty lead in this destination
  - a. Costa Rica \_\_\_\_
  - b. Botswana \_\_\_\_
  - c. Japan \_\_\_\_
  - d. Chile \_\_\_\_
6. What would you like the theme of your study abroad program to be?:

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? (Yes/No)
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 2024-25?
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 and/or through a collaboration with other faculty or local organizations, etc.

- b. Why you want to 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