

# Travel Seminar Development Guidelines

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## About Travel Seminars

### What is a Travel Seminar

Drake University established Travel Seminars to offer students courses that integrate an academic experience with intercultural and experiential learning while traveling. Travel Seminars are short-term faculty-led study abroad (or domestic) programs offered during J-term. By completing the Travel Seminar proposal process, the proposal will be considered for Drake's J-term 2026 Travel Seminar offerings. Travel Seminars are often referred to in this guideline and in other places as "programs".

### General steps to building a Travel Seminar

The below steps are outlined in more detail throughout this document.

- [Proposal process](#), selection of co-leader
- [Course approval](#)
- [Selection of third-party provider](#)
- [Budget proposal/approval process](#)
- [Risk Assessment process](#)
- [Marketing and recruitment](#)
- [Pre-departure and Re-entry sessions for students](#)

### Questions

For any questions, contact Chelsea Funk, Assistant Director of Education Abroad at [chelsea.funk@drake.edu](mailto:chelsea.funk@drake.edu).

## Leader Information

### Considerations Before Planning a Travel Seminar

Faculty should consult with colleagues and ultimately their department chairperson on their idea for a Travel Seminar. Global Engagement encourages departments to develop and collaborate with Global Engagement on a rotation or program strategy to meet the needs of students. It is Drake's policy that all Travel Seminars have TWO program leaders: a primary instructor and a co-leader. The seminar may also be co-taught.

### Travel Seminar Leader Eligibility

*Note: The term "Instructor" refers to the Instructor of Record for the course. The Instructor assumes the primary leadership role for the Travel Seminar. If the course is co-taught, the co-instructors would share all responsibilities related to the course.*

Full-time, tenure-track, tenured, and consecutive term faculty appointments at Drake University are eligible to lead an international Travel Seminar. A leader's academic qualifications or experience in an academic field is under the purview of the Department Chair and the College Dean. The College Dean will also verify the leader is able to perform the essential functions of the leader position before s/he signs off on the proposed Travel Seminar.

Drake University exempt staff may, with manager approval, lead Drake University Travel Seminars so long as there is reasonable nexus between the staff member's regular duties and the seminar, while remaining in paid status and without taking vacation. Exempt staff serving as lead Instructors are expected to hold a terminal degree in their academic field, and any exceptions must be approved by the Dean of the College offering academic credit and the Provost. The staff member's direct supervisor will verify the leader is able to perform the essential functions of the leader position before s/he approves the staff member in an Instructor role.

It is strongly recommended that at least one Travel Seminar leader, preferably the Instructor of record, have prior experience in the geographic location of the seminar and the main sites to which students will travel (see policy on "Prior Experience in Location" below).

Instructors should minimally have a working knowledge of the language of the host country. If neither the Instructor nor the co-leader of the international Travel Seminar speaks the language of the host country, an interpreter must be available to the group at all times.

Drake strongly recommends that the Travel Seminar leadership include a mix of genders.

## Travel Seminar Co-Leader Eligibility

*Note: The term "Co-leader" refers to the person serving in a support role for the Travel Seminar (all Travel Seminars require a second person to accompany the lead Instructor).*

All Drake Travel Seminars require a second person to accompany the lead Instructor. Drake faculty and staff, faculty from another institution, and community members who have a particular interest or expertise in the subject area can serve as co-leaders. If the seminar is co-taught, a multidisciplinary approach is encouraged in order to reach a broader audience.

Drake University exempt (salaried) staff may, with manager approval, co-teach Travel Seminars, following the same policy for exempt staff wishing to serve as Instructors (see "Travel Seminar Leader Eligibility" above).

A non-exempt hourly employee may serve in a support role on a Travel Seminar. Before such assignment is made, Human Resources, the non-exempt employee's supervisor, and the leader of the seminar shall consult with the employee's unit head to determine whether the assignment is feasible and how it will be handled in light of the requirements of the Fair Labor Standards Act.

For non-Drake faculty or staff serving as co-leaders, the Executive Director for Global Engagement and International Programs and the Drake University Human Resources department must be consulted before approval is given, as additional paperwork will be required. Non-Drake employees will be asked to submit a vita to the Executive Director for International Programs, and Human Resources will conduct a background check.

## Prior Leader Experience in Location

At least one Travel Seminar leader, preferably the Instructor of record, needs to have prior experience in the geographic location of the seminar and the main sites to which students will travel. Faculty development funds from all available sources, such as Global Engagement, Provost Office, and individual Colleges/Schools should be used to encourage faculty who will be leading a seminar to the proposed destination for the first time to conduct a scouting trip to the proposed sites. On scouting trips, leaders should pay particular attention to ensuring the availability of safe housing facilities for students at destination sites and to learning about all pertinent health and safety issues.

## Faculty and Staff Compensation

Note that all Travel Seminars will be compensated according to the same formula, and the costs of that compensation will not be built into student costs.

Lead Instructor: \$6,800; Co-Leader: \$1,500

Co-Instructors (both responsible for academic component of the course): \$4,150 each

*For full compensation as noted above, there must be 14 days or more of travel (including departure and arrival days). This is based on the fact that on-campus classes meet for 14 days (three weeks of 5 days minus MLK day). If there are fewer than 14 days, compensation is at the travel rate for  $x/14$  days, where "x" is the number of days of travel, plus on-campus compensation for additional days adding up to 14.*

For example: if the Travel Seminar has 12 days of travel and 2 days on-campus, if taught by a single instructor, compensation would be  $12/14$  times \$6800 plus  $2/14$  times \$5100 (on-campus lead instructor rate). The co-leader would receive  $12/14$  times \$1500. (No compensation for the co-leader for work done "not traveling"). If the course were team taught, it would be  $12/14$  times \$4150 plus  $2/14$  times \$3400 (on-campus co-instructor rate) for both instructors. Clarification can be made for the exact amount based on the specifics of the Travel Seminar in question.

Finally note that for a 3-credit Travel Seminar, an instructor or co-instructor (though not a co-leader) in a January Travel Seminar, can, with permission of the department and the appropriate Dean, replace monetary compensation with a course reassignment.

## Program Development

These guidelines are meant to familiarize faculty and staff with processes and procedures as they consider developing a Travel Seminar. Please contact Chelsea Funk, Assistant Director of Education Abroad, at [Chelsea.funk@drake.edu](mailto:Chelsea.funk@drake.edu) for assistance throughout the program development and proposal process.

### Sample Program Models

- Stationary: Offers a single base of operation where most of program takes place
- Multi-stop: Includes stops in various locations throughout the length of the program
- Integrated: Offers structured opportunities for cultural interaction such as home stays or coursework at a local university
- Field study: Offers hands-on opportunities such as archaeological digs or biological research
- Language immersion: Includes an in-depth language study in addition to or as part of the main course objectives
- Service-learning: Integrates community service with guided instruction and reflection

### Course types

- Existing Course: Faculty may choose to use an existing course at Drake University and alter the syllabus to fit the international location. If this option is chosen, supplementary learning objectives should be developed for the course in an international setting.
- Unique/New: A unique course title and number can be developed for the Travel Seminar. Colleges have varying policies on approval processes for new courses.

### Partners & Providers

**International** Travel Seminars are required to work with a third-party provider or institutional partner to develop and support the program on-site. They have local knowledge of where you are traveling to and can assist you in the case of an emergency. Additionally, if you do not speak the host language of the country you are traveling to, a guide to accompany the group on-site is required.

For **domestic** Travel Seminars, if you do not work with a third-party provider or partner institution, you will be responsible for arranging program logistics and assisting Global Engagement with finalizing a budget which you will be responsible for adhering to.

### Institutional Partners

To see a list of our current international institutional partners, go to: <https://www.drake.edu/global/partnerships/partners/>

## Community Engaged Learning

If CEL is a part of your course as described [here](#), you should meet with the Director of Education or Community Engaged Learning to discuss how CEL will enhance the course and to discuss best practices when working with community partners abroad.

## Locations

Travel Seminars can be in international or domestic locations, with the majority being international. When choosing a location, please keep in mind the relevance of the location to the course and learning objectives, as well as student interest.

All international Travel Seminars will go through a risk review process through the International Risk Assessment Committee. All domestic Travel Seminars will complete the travel risk management process through the Risk and Insurance office. Programs in locations with a US Dept of State (DOS) Travel Advisory 3 will be required to complete an appeal and be approved by the Risk Assessment Committee before travel is allowed. Locations with a US DOS Travel Advisor 4 or 5 are not allowed.

## J-term Dates

J-term Travel Seminars must align with the [confirmed Drake academic calendar](#).

- First day of J-term - classes start, Travel Seminar courses begin on-campus meetings (minimum of 2 days)
- Third day of J-term - earliest day for Travel Seminar departure from DSM
- Last day of J-term - programs must return to DSM by this date

## Other Terms

Travel Seminars at Drake are offered during J-term, however, if instructors have an interest in discussing a different type of program model with the Global Engagement office, such as a short-term embedded study abroad program within a semester course, please reach out to discuss further. In rare instances specific groups, such as choir or athletics, may have timeframe limitations for getting abroad, and can work in consultation with the Global Engagement office on whether a summer offering can be supported.

## Flights

International Travel Seminars: Global Engagement will work with Drake's travel partners to book group flights. Travel Seminar leaders will be consulted on preferences such as preferred airlines or layover airports, but costs and schedule will be the primary factors considered when confirming a group flight.



Domestic Travel Seminars: Most domestic Travel Seminars include a group flight. Global Engagement will work with Drake's travel partners to book group flights. If Travel Seminar leaders prefer not to include a group flight, Global Engagement and Travel Seminar leaders will identify any impact this may have on pre-departure requirements.

## Budget

When developing a Travel Seminar, it is important to keep in mind the affordability of your program. Programs in certain locations, or where the program travels around a lot, will be more expensive for students. Please keep the cost of the program in mind when developing your itinerary.

Global Engagement will take the lead in building the budget and setting the Travel Seminar price in consultation with the program leader. Students will be given a set program price at time of registration, and prices will not change based on final enrollment.

## Enrollment Requirements

Travel Seminars run with a minimum of 10 and maximum of 20 students. If there are pedagogical reasons to offer the Travel Seminar to more than 20 students, you may request approval.

## Pre-departure and Re-entry

For Travel Seminars, which are short-term in nature, pre-departure and re-entry orientations play a critical role in enhancing the learning experience abroad. Pre-departure helps prepare the group by discussing safety and security measures, expectation setting, going over key logistics, and more. Re-entry is an opportunity for the group to reconnect, reflect on student growth, and help students adjust to being back on campus. No academic course content or assignments can be given to students outside of the official J-term timeframe or the course will be in violation of accreditation requirements.

- Instructors are required to hold **one in-person pre-departure meeting in the fall** to cover academic expectations, cultural orientation, health and safety issues, logistic arrangements and/or program expectations. No academic content can be delivered during this meeting, or at any point prior to the start of J-term. No assignments may be given.
- In addition, instructors are required to start their course on campus on the first day of J-term for a minimum of **two days** prior to the program's departure. At that time academic content delivery and instruction, and assignments may begin. These sessions

are an opportunity to build a cohesive group before traveling and begin setting the stage for critical reflection to happen throughout the program.

- Instructors are also required to hold at least **one re-entry session** after the travel component of the Travel Seminar ends. Re-entry gives students the opportunity to reflect and debrief on their experiences. If re-entry meetings after the conclusion of travel are academic in nature (final presentations, formal discussions, etc.), that class time must be held on campus during J-term dates. If re-entry does not have an academic component, the group can meet informally after the conclusion of J-term.
- All meetings during J-term dates, including pre-departure and re-entry programming, should be reflected on the credit calculation worksheet, not just time in country.

## Course Development

The course only needs to be in draft form at the time of proposal submission. However, curricular and AOI approvals need to happen as well and a full course syllabus will be requested. It is your responsibility to be aware of your college/school curricular approval process, deadlines, and requirements.

As you think through the course you plan to offer, it is important to consider the learning objectives, how the location is integrated into the course goals,

Think about and be prepared to share answers during the proposal process:

- What are the course learning objectives? What are the key course topics covered?
- How is the course content and delivery enhanced by the location? In other words – Why teach this course in this location? How is the location directly tied to the course content?
- How will your course integrate students into the host culture? What intentional opportunities are you building into the course for students to engage with the local population or experience the culture in authentic ways?
- What cultural activities, excursions, visits, meetings, guest lectures, etc., do you plan to incorporate into the program? Think more intentionally about developing experiential learning as a teaching method in your course and fully utilizing the location as your classroom. These ideas can be developed out further in a collaborative process with on-site partners.
- Critical reflection is a key component to experiential learning ensuring students are making meaning of their experiences. How will you facilitate student learning with reflection exercises throughout the program? Think about reflection activities, group discussion, individual journaling prompts, reflective essay, and more.
- Describe physical demands of the program. What is physically required to take this course? What is optional?

## Curricular Approvals

The course needs approval by the appropriate curriculum committee, however, the process can vary based on your department policies. Reach out to your Department Chair to seek clarity on what is needed. Sometimes courses are offered as topics courses before going through the full committee. It is the lead instructor's responsibility to ensure the course has appropriate curricular approvals and then notify Global Engagement once approvals are complete. Interdisciplinary courses can seek approval through the University Curriculum Committee. Approval needs to be confirmed by February.

## AOI Approvals

AOIs are an essential recruitment component and make the Travel Seminar more attractive to a wider range of students. It is strongly encouraged that instructors consider potential AOIs during the program development. Keep in mind AOIs that may be more difficult for students to attain in their regular degree plan, or AOIs that are not commonly available on other Travel Seminars, such as Information Literacy, Artistic Expression, or Values & Ethics.

Seek approval for AOIs early and obtain final approve by February if possible. For AOI submission forms go to: <https://www.drake.edu/dc/facultystaffresources/aoiucresources/>

If you need assistance with this process, please reach out for additional guidance.

## Credit calculation for engagement hours

Drake University's definition of a credit hour indicates the calculation of credit hours applicable for a given course or academic experience must be reasonably equivalent to the standard of 3 hours combined direct instruction and student work per week, per credit hour for a semester (or its equivalent).

A 3-credit course should require the equivalent of 9 hours of combined direct instruction and student work per week for the equivalent of a 15-week semester. Given that the "course hour" is 50 minutes, this would be a baseline of 112.5 total hours for the course.

Instruction and student work for the purposes of credit hour computation in Travel Seminars includes the following types of activities:

- Course meetings before, during, and after the dates of travel
- Time to read/view assigned texts
- Lectures (from the course instructor, guest lecturers, faculty/staff/students at partner institutions, guides, local residents, etc.)
- Discussion meetings (with course instructors, guest lecturers, faculty/staff/students at partner institutions, guides, local residents, peers, etc.)

- Museum, clinic, business, government building or other site visits
- Organized cultural excursions and performances that engage students with the learning objectives of the course
- Service-learning projects
- Student presentations
- Synthesis/processing/reflection time (may be used for writing, discussion, or production of creative work which may take many forms including but not limited to journals, formal papers, blogs, art, music, etc.)

If your program is approved for development, you will need to complete the credit calculation worksheet attached and review it with our office. Please keep in mind the pre-departure and re-entry requirements outlined in the instructions.

## Proposal Process

### Process Steps

1. Set up a meeting with Chelsea Funk, Assistant Director of Education Abroad, to discuss program ideas and development (NEW PROGRAMS) OR (REPEAT PROGRAMS) Email Chelsea Funk (chelsea.funk@drake.edu) of intent to offer a program again.
2. Review the Qualtrics Form PDF (New Program Proposal or Repeat Program Proposal) to review the information needed to complete the form before beginning, as it needs to be complete in one sitting.
3. Complete the Qualtrics Form by **Sunday, October 27, 2024 at 11:59pm**
4. Obtain approval from Department Chair and Dean. Once the proposal has been submitted via Qualtrics, an email will be sent to Department Chair and Dean for approval. It is the instructor's responsibility to discuss the proposal with them before submitting the Qualtrics form. Approval must be given in writing by **Friday, November 1, 2024**.
5. EAPIC (Education Abroad Policy and Implementation Committee) will review all proposals and give a recommendation to the Executive Director of Global Engagement and International Programs for final approval. *Instructors will be notified if their proposal has been accepted by **November 8, 2024**.*
  - The committee will take into consideration: geographical distribution; school/college distribution; whether or not the course is offered in collaboration with one of Drake's international strategic partners; distribution between new and repeat offerings; whether the course emphasizes community engagement/service-learning; the degree to which the program integrates the site's location/culture; length of travel; diverse AOI offerings; and whether the program has successfully run in the past.

### Post-Approval Steps

Once approved, these steps need to be taken before the Travel Seminar can be marketed to students in the Spring. These are not chronological:

1. Obtain curricular approval for the course being proposed. Policies can vary based on college/school and department. In addition, the process may look different if for developing a new course, modifying a current offering, or simply offering a course that has been previously approved. Instructors should contact their department chair to learn what is needed for the course being proposed. Notify Global Engagement once curricular approval has been received.
2. Obtain AOI approval from the University Curriculum Committee if seeking a new AOI designation. For AOI Submission forms go to: <https://www.drake.edu/dc/facultystaffresources/aoiresources/>. It is recommended instructors submit AOI requests to the UCC this fall term, as approval can sometimes take multiple attempts. AOI approval should be complete **by February** before promoting

the course to students in March. Notify Global Engagement once AOIs have received approval.

3. Prior to winter break, meet with Assistant Director of Education Abroad to begin program development. The following will be done in collaboration with Education Abroad:

- program itinerary
- provider selection
- [budget](#)
- [Credit Calculation sheet](#)
- Risk Assessment form
- For more information, see [Responsibilities](#)

## Responsibilities

### Support provided by Global Engagement Office

- Help with navigation of the program development process
- Consult on itinerary
- Create and finalize budget
- Identify third-party providers
- Arrange group flights
- Oversee application process/enrollment management (create program in Terra Dotta)
- Conduct general pre-departure orientation
- Conduct Travel Seminar leader workshops on best practices/logistics and intercultural development and student learning abroad
- Conduct risk management training workshop for all Travel Seminar leaders prior to program departure
- Monitor US Department of State and CDC notices
- Register students with US Department of State STEP program and CISI
- Assist programs through the risk assessment process; represents programs at Risk Assessment Committee meetings
- Respond to crises reported by Travel Seminar leaders in country

### Overview of Lead Instructor Responsibilities

- Develop course proposal; submit course for approval; submit proposal for AOI approval
- Develop Travel Seminar itinerary to fit learning objectives
- Select third-party provider or complete logistical arrangements including on-site transportation, lodging, meals, accommodation, cultural activities and itinerary
- Assist with budget development
- Complete risk assessment worksheet
- Set criteria for acceptance into the Travel Seminar
- Marketing and recruitment (developing marketing materials, info sessions, classroom visits, attending J-term term fair, etc.)
- Assist in enrollment management
- Attend workshops on logistics, intercultural development, and health and safety
- Hold a series of pre-departure sessions (at least 3)
- Hold a post-program/re-entry session

### Overview of Co-Leader Responsibilities, may include

- Assist with logistical arrangements
- Assist in marketing and recruitment (classroom visits, developing marketing materials, info sessions, attending J-term term fair, etc.)
- Assist with administrative oversight of the seminar

- Assist with supervision of students during the seminar. This includes ensuring student engagement in seminar activities, communicating regularly with students throughout the seminar, responding to student questions and concerns, and an active awareness of student whereabouts.
- Assist with pre-departure orientations
- Facilitate discussions during seminar
- Assist with re-entry programming