

Education Abroad



Travel Workshop Proposal Handbook

Congratulations! Your Statement of Intent has been approved and it is now time to begin your travel workshop proposal. The purpose of this handbook is to assist you in developing a well-prepared proposal that meets the standards of Global Initiatives and of Miami University. Miami is a member of the [Forum on Education Abroad](#), the Standards Development Organization recognized by the Department of Justice and the Federal Trade Commission. Therefore, Miami's standards for education abroad must align with the [Forum Standards of Good Practice](#). The Forum also provides [Guidelines for Leading Short-Term Study Abroad Programs](#) that will prove useful to you in preparing for your program.

The Office of Education Abroad Mission Statement

Through comprehensive advising, transformative programming and high-quality support services, the Office of Education Abroad drives Miami University's mission of developing engaged, compassionate global citizens.

The Office of Education Abroad Learning Goals

The Office of Education Abroad at Miami University offers programs and delivers advising services that give students the tools to:

1. Become more adaptable within different cultural contexts and comfort zones;
2. Develop more effective cross-cultural communication skills;
3. Build a more sophisticated global perspective and a more sensitive global self-awareness.

Overview

A credit “workshop” is a course, or more typically a set of courses, administered by Global Initiatives that is enrollment contingent and self-supported and has an individually managed budget. The primary purpose of the workshop model is to provide opportunities for Miami faculty to extend the traditional academic experience by providing space to pilot innovative teaching modalities, topics and locations.

Because the workshop is an innovation laboratory, it is important for you to consider carefully how your workshop differs from your regular courses. Namely, what is the value to you as the director and to your students to take your workshop instead of a regular Oxford course? Do you believe that there will be sufficient demand for your proposed workshop? It is important to answer these questions realistically before proposing your workshop. Moreover, please note that circumstances change and student interests change—a workshop considered unique and innovative five years ago may need to be refreshed or reconsidered. Regardless, it is extremely important that all program directors, whether you are proposing a new workshop or a well-established one, take the time to reflect critically about their workshop along these lines.

The Proposal Process Timeline for Winter and Summer Workshops

Time	Activity
August-December	Workshop Design Sessions
December 1	Statement of Intent Deadline
Early December-Mid-January	Winter-Summer Package Review
Mid-January-March 1	Winter Term Proposal Development
Mid-February-April 1	Winter Proposal Routing
Mid-February	Winter Programs Soft Marketing Launch
April 1	Winter Programs Hard Marketing Launch
Mid-August-October 1	Summer Term Proposal Development
Mid-September-November 1	Summer Proposal Routing
Mid-September	Summer Programs Soft Marketing Launch
November 1	Summer Programs Hard Marketing Launch

Workshops that take place outside the winter and summer terms (e.g., semester and spring break) will be reviewed on a rolling basis.

Backward Design

Please embark on the proposal process mindful of your desired workshop learning outcomes. Do your outcomes focus sufficiently on intercultural competence, i.e., the ability to communicate and act appropriately and effectively across cultural differences? Can your outcomes be assessed adequately? Have you clearly identified the best global education modality—study abroad, study away, or virtual—for achieving your desired learning outcomes?

Ultimately, your defined learning outcomes should drive your workshop proposal:



Safe Design

It also is important to be mindful of your workshop location(s). It is common for directors to begin by choosing a location and then to build their proposal. You may know a location extremely well and are confident that your students would have a great experience there. But, is that location affordable? Is there an infrastructure in place to support a study abroad program? What will be the social, cultural, economic and environmental impacts of your program at these location(s)? How much will my program suffer if we do not travel to this location? Learning outcomes and location(s) should inform each other while remaining mindful of the needs and concerns of your students and of the host communities.

Moreover, is your program designed to be safe? Miami typically does not allow programs to be run in areas at a Department of State Travel Advisory Level 3 or higher or at a CDC Level 3. Have you addressed health and safety measures in your program design? Has student accommodation been vetted to ensure that it meets fire, security and other safety standards? Once your program is approved, Global Initiatives will ask you to develop a comprehensive Emergency Action Plan that asks you to analyze the health and safety of your program at a granular level. Are you comfortable that you can develop an EAP that will reassure Miami students, their loved ones, and the institution itself?

Figure 1 Safe Location Analysis Rubric

Location	Importance for Learning Outcomes (1-5)	Impact on Host Community (-1 to -5)	Affordability (1-5)	Safety (1-5)	Total Score

Any location scoring below 10 on the Safe Location Analysis Rubric may be worth removing or replacing with a location that scores higher on the rubric.

Universal Design

Universal Design for Learning (UDL) is an educational framework that seeks to optimize teaching and learning for all of our students, because it is a fact that our students are different and therefore will learn differently. UDL is based on research in the learning sciences, including cognitive neuroscience, and provides a set of principles to guide how we design our learning outcomes, teaching strategies and assessment tools. The 7 UDL principles are:

1. **Equitable Use**--the design is useful and marketable to people with diverse abilities.
2. **Flexibility in Use**--the design accommodates a wide range of individual preferences and abilities.
3. **Simple and Intuitive Use**--the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
4. **Perceptible Information**--the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
5. **Tolerance for Error**--the design minimizes hazards and the adverse consequences of accidental or unintended actions.
6. **Low Physical Effort**--the design can be used efficiently and comfortably with a minimum of fatigue.
7. **Size and Space**--Appropriate size and space is provided for approach, reach, manipulation and use regardless of the user's body size, posture or mobility.

It can be difficult to design a travel program while accommodating for universal design principles! For example, your workshop may be physically demanding or require foreign language skills. Nevertheless, it is critical to be mindful of universal design principles while designing your workshop and to do the very best you can to comply with them, listing clearly all program restrictions, prerequisites and requirements.

Ethical Design

An ethical workshop supports diversity, equity and inclusion in program design, implementation, goals, objectives and outcomes. Will your program provide opportunities for students to interact with broadly diverse peers, personnel and members of local communities? Will your program be of interest to historically underrepresented and historically underserved students in terms of location, academic content and length? Will your program be accessible and affordable? Is your program at least three weeks in length (not including travel days), making it eligible for the Gilman Scholarship (for Pell Grant recipients)?

There are 7 F's that many students, particularly underrepresented and under-served students, contemplate when considering study abroad:

Family: Will my family support me?

Fear: COVID-19! Terrorism! The unknown!

Faculty: Will my faculty advisor approve? Do I trust the faculty leaders?

Finances: Can I afford it?

Fit: Is this program a good fit for my identities?

Friends: Do I have any friends going on the program? Will I make friends on the program?

Future: Will this program fulfill credits I need? Will the program better position me professionally?

Does my workshop design account for these issues? We are living in an era that asks all of us to examine our systems to ensure that we are not discriminating against others. This goes for our system of education abroad as well.

Community of Inquiry and Presence

It is extremely important that you build a strong community of inquiry and presence in your workshop, one in which you generate open communication within the group and develop a culture of respectful inquiry about your local communities. **Faculty leaders must be the crucial mediators and facilitators of positive group dynamics.** Your students are heterogeneous and will not automatically gel into a respectful, close-knit group in which "love and honor" is practiced. It is critical that faculty leaders do all they can to acknowledge the plural identities in their group and to manage open communication and positive feedback between all group members so that a dominant clique does not form.

You must consistently model and facilitate the culture of respectful inquiry that you expect from your group. Without the frequent and spontaneous facilitation of intercultural learning by the group leaders, the unfortunate likely consequence will be stereotyping and culturally disrespectful behavior by the group. If the faculty leadership is distant, the privileged (usually white cisgender female) majority within the group may assume the role of the dominant mediator with the host society, to the great detriment of group learning. Students need their faculty leaders to be fully present, cognizant of local cultural norms, willing to engage in challenging conversations, and willing to deter individuals and groups from culturally inappropriate behavior.

The Workshop Budget

The workshop budget is managed by you, the program director, with assistance by Global Initiatives. It is therefore extremely important that you understand how to develop your workshop budget. Your budget consists of two main sections--the Tuition Funded Budget and the Program

The Tuition Funded Budget consists of all workshop expenditures that will be paid for from the workshop tuition that is generated. The workshop tuition that you budget is based on the minimum number of Billed Student Credit Hours (BSCH) that you expect to enroll for your workshop. For example, if your workshop is for 6 credits and you estimate a minimum enrollment of 20 students, your total anticipated BSCH is 120 and you budget accordingly.

Figure 2 Tuition Funded Budget Worksheet, Screen 1

Figure 3 Tuition Funded Budget Worksheet, Screen 2

TUITION BUDGET EXPENSES

Employee International & Domestic Travel	Account	Amount	Description (Please provide any additional information that may assist with your budget review and approval)
Housing	150111	\$ -	
Airfare	150141	\$ -	
Ground Transportation	150141	\$ -	
Per Diem (Meals & Incidentals Only)	150131	\$ -	
GEO Blue (Approx. \$20 per week)	160329	\$ -	
International Only			
Miscellaneous Travel (Please explain)	150121	\$ -	
Miscellaneous Travel (Please explain)	150121	\$ -	
Other (Please explain)		\$ -	
Other (Please explain)		\$ -	
Other (Please explain)		\$ -	
Other (Please explain)		\$ -	
TOTAL INTERNATIONAL & DOMESTIC TRAVEL		\$ -	
Student Travel	Account	Amount	Description (Please provide any additional information that may assist with your budget review and approval)
Student Program Site Visits	150051	\$ -	
Student Program Site Visits	150051	\$ -	
Student Program Site Visits	150051	\$ -	
TOTAL INTERNATIONAL & DOMESTIC TRAVEL		\$ -	

Figure 4 Tuition Funded Budget Worksheet, Screen 3

Workshop tuition typically funds all of the faculty expenditures for the workshop, including teaching salaries (typically 3% of your base salary per credit hour), director honorarium (typically \$100/day), travel expenses, educational supplies/materials/services, and telephone charges.

Faculty expenditures cannot exceed the anticipated collected workshop tuition based on your estimated BSCH. In fact, **you must strive to generate significant revenue** for your workshop. How do you know whether your proposed budget will generate sufficient revenue? It is very important to remain in constant contact with your Education Abroad Workshop Coordinator and with the Global Initiatives Budget Specialist—they can provide you with important feedback and historical data. It also is crucial that you communicate consistently with your department and divisional leadership, because they ultimately must approve your proposal. Department and divisional heads want to ensure that your program will make money, **because if your program falls into deficit, it is your department (and by extension your division) that will bear the financial responsibility, not Global Initiatives.** If you do not meet your revenue benchmark, you either need to reduce your program expenditures (you cannot reduce your salary) or raise your anticipated BSCH. That said, you need to be brutally honest and realistic about your BSCH. If you list your BSCH at 120 when based on historical enrollment data, the number of students who may be interested and eligible to take your workshop and other factors, your BSCH ought to be listed at 102, you risk having your program cancelled if your enrollment does not attain your listed BSCH. If you do not list a high enough BSCH in your proposed budget, you risk having your proposal rejected because your anticipated revenue is too low (or non-existent). That is why program design is so important! You need to design a program with a large enough potential applicant pool that you can realistically generate an acceptable BSCH.

The **Program Fee** is the other main section to the workshop budget. The program fee is the per-student rate that is collected directly from the students to cover program expenses for the students. These expenses can include group meals, taxis, in-country airfare, ground transportation, housing and event tickets. Typically, airfare from the US to the destination is **not** included in the program fee; students usually make their own travel arrangements from home to the destination.

It is important to be as transparent as possible with students about the cost of your workshop. Please provide any additional information that may assist with your budget review and approval.

COLLECTED NON-TUITION PARTICIPANT COSTS: PROGRAM FEE		
If you are working with a 3rd Party Provider, those expenses should be listed in the next section.		
Program Fee	Amount	Description (Please provide any additional information that may assist with your budget review and approval)
Air Transportation	\$ -	
Ground Transportation	\$ -	
Housing	\$ -	
Meals	\$ -	
Course Materials	\$ -	
Other	\$ -	
Other	\$ -	

Please note: The total Amount for your Third Party Provider fee is auto-calculated below. You must provide a breakdown of fees below, and provide the provider name.

Third Party Provider Fee	Amount	Description (Please provide any additional information that may assist with your budget review and approval)
Enter Provider Name(s) Here	\$ -	
Air Transportation	\$ -	
Ground Transportation	\$ -	
Housing	\$ -	
Meals	\$ -	

Figure 5 Program Fee Worksheet

You are strongly encouraged to use a comprehensive third-party program provider to organize your student activities. Global Initiatives can share with you a list of approved providers. This provider should be able to package all of these activities together into one program fee and send an invoice to Miami, preferably in USD. Your provider must offer at least \$1 million of comprehensive liability coverage and accept Miami's legal provisions. It is very important to begin contract negotiations with your provider as early as possible so you can submit an accurate program fee in your proposal. Moreover, Miami's contract approval process can be time consuming. Please note that individual faculty and departments do not have approval or signature authority for contracts on behalf of their program and Miami University. All vendor contracts and agreements will need to be routed through Global Initiatives. Our office will review these agreements for appropriateness, and work to ensure the contracts can be approved by the University.

In the Program Fee tab of the budget proposal, you also are asked to line-item the students' out of pocket expenses. These expenses may include their airfare, international health insurance (required by Miami for international programs), independent meals and course materials. We want to be as transparent as possible with students about the cost of your workshop.

ADDITIONAL EXPENSES - NON-COLLECTED / OUT OF POCKET PROGRAM FEE		
<small>This section is to be used to provide additional information for out of pocket expenses that students will need to pay for on their own. This can include airfare, meals, tips, taxis, and other expenses. Please note this information is also provided to Financial Aid for the students Financial Aid Package, so provide as much information as possible and not a misc. line item with all expenses</small>		
Out of Pocket Expenses	Amount	Description (Please provide any additional information that may assist with your budget review and approval)
Air Transportation	\$ -	
Ground Transportation	\$ -	
Housing	\$ -	
Meals	\$ -	
Course Materials	\$ -	
GEO Blue (Approx. \$20 per week) <small>Study Abroad Only, if not included in a 3rd Party Provider's fee</small>	\$ -	
Other	\$ -	
Other	\$ -	
TOTAL NON-COLLECTED / OUT OF POCKET PROGRAM FEE		\$ -

Figure 6 Program Fee Worksheet, Out-of-Pocket Expenses

Ultimately, your students will pay workshop tuition (per credit hour), a program fee, and out of pocket expenses. As you design your program, it is very important to be mindful of the total cost of your program for your students. Can a lower income student afford your program, or is your program designed to be affordable only by wealthier students? Not only does such an exclusive program design run counter to Miami's diversity, equity and inclusion efforts, but it will also limit your potential enrollment funnel to the upper-income echelon of Miami's student body.

You probably have noted that there is an inherent tension between the need for a high BSCH and the moral imperative to offer an accessible, affordable program. Typically, a high BSCH has been achieved at Miami by offering a 6-credit workshop for a relatively low number of students (usually 12-15 students) who can afford to pay 6 credits of tuition. This strategy also had the benefit of ensuring that students could fulfill their Global Perspectives Miami Plan requirement by completing your workshop. If it is not viable for you to offer a high credit hour workshop with high enrollment, an alternative approach is to offer a lower-credit workshop (thereby making it more affordable) but to design it in such a way that it draws many more students (25-30 students). That way, the program remains accessible while still satisfying Miami's BSCH needs. Most students take a Global Perspectives course at Oxford without realizing it, so they usually do not need to fulfill all 6 credits of this requirement on your program.

How do you hit the program pricing sweet spot? The key is to design a program that offers unique and attractive experiences and fulfills academic requirements at a low price point. If your program is too expensive, can you reduce your program fee by decreasing the number of travel days or destinations? If your program is not seeing sufficient demand, can you identify a more attractive course that still fulfills your workshop learning outcomes? Or, do you need to conduct a wholesale workshop revision? All program directors, including those who have been running their workshop for many years, should constantly evaluate their historical enrollment and budget data to ensure that their program is still hitting that pricing sweet spot.

Workshop Proposal Form

Global Initiatives is not only responsible for working with you to build your program budget, it also serves as the registrar and publicist for your program. In the proposal form, we will ask you for information that will enable us to complete these tasks.

Global Initiatives will build the course(s) associated with your workshop; this is not to be done through your department. Since participation in your workshop is restricted, students cannot register through BannerWeb as they do for other courses. Global Initiatives will create a registration portal for students to request registration, and upon submission, will register each student. If a student needs to cancel their registration, that too is done through Global Initiatives. You will therefore find that many of the questions we ask you in the proposal form are tied to the courses you intend to offer in your workshop.

The proposal form will ask whether you intend to offer a permanent course or a temporary course. A permanent course is one that has been approved by your department, divisional curriculum committee, the Council of Academic Deans, and the University Senate and is listed as a permanent course in the Course Inventory Management (CIM) system. If you wish to offer the course regularly, you should strive to make your course a permanent course. It is very important that:

- You do not list your course as a permanent course if that is not the case;
- You list your permanent courses with the accurate course title and course number.

A temporary course is one that has not yet been approved as a permanent course. Temporary courses can be offered any number of times over four consecutive terms/semesters before it must be disused or become a permanent course. Temporary courses require department and division approval, and temporary course numbers typically end in -99. Workshops, because of their role as an innovation space, are often used as a place to work on a temporary course before submitting it for approval as a permanent course.

Overall, there should be no disconnect between the courses you intend to teach and what Global Initiatives builds for you. Therefore, it is critical that you remain in regular contact with your Global Initiatives staff about your intentions. Any discrepancies between what you intend to offer and what is listed in CIM will significantly delay the approval of your proposal.

Integrated Syllabus and Course Credit Hour Audit

After your proposal is accepted, approximately one month before your workshop begins, you will be asked to provide Global Initiatives with a full syllabus that is integrated with your program itinerary. It is critical that your syllabi:

- Articulate clearly defined learning outcomes
- Contribute toward achieving the intercultural learning outcomes for the workshop.

- Offer activities that are integrated into the program itinerary.

You also are asked at this time to make a Course Credit Hour Audit of each course in your workshop. 2,250 instructional minutes, or 37.5 instructional hours, is the minimum Ohio Department of Higher Education (ODHE) requirement for each academic credit hour. For faculty-led study abroad experiences, this equates for each credit hour to 12.5 formal instruction contact hours and 25 hours of other forms of guided student learning experiences. Formal instruction is content delivered by the course instructors, either in person or online, or by a designated and approved guest speaker. Student learning experiences may include (but are not limited to) field trips, site visits, daily or weekend excursions, cultural immersion activities, orientations, service-learning, studio-type opportunities, directed home-stay activities, internship-type opportunities, practicum, out of class assignments (individual or group), cultural interventions, asynchronous online instruction and language or cultural immersion activities.

It is important to be realistic about the number of credits you can offer in a given workshop. For example, it is very difficult to teach a 6-credit workshop within the 3-week winter term. Therefore, the tendency is to “double-dip” contact time for both courses in the workshop, which is not allowed. Or, you could teach 16-hour days, which will leave you and your students exhausted after the first week. Instead of using one of these undesirable strategies, consider ways that you can deliver content before you travel to reduce the number of contact hours on site to a more manageable number. Or, consider teaching a workshop with fewer credits (while remaining mindful of the importance of BSCH). Please note that for study abroad programs, the start and end dates can fall two weeks prior and after the official term dates.

What Happens Next?

After you submit your proposal, the routing process begins! Here are the review steps:

1. The Global Initiatives Registration Staff ensures that your proposed courses are accurately listed.
2. The Global Initiatives Budget Specialist compares your anticipated expenses and BSCH with historical data and anticipated market demand to ensure that your workshop will generate sufficient revenue. Your Workshop Coordinator, the Global Learning Coordinator and the Director of Education Abroad will comment on the overall quality of your proposal for best practices in:
 - a. Effectively teaching intercultural competency
 - b. Ensuring health and safety
 - c. Promoting equity, diversity and inclusion
3. The Assistant Provost of Global Initiatives will make an initial review.
4. The proposal is reviewed by your department heads.
5. The proposal is reviewed by your divisional head.

6. The proposal is routed back to the Assistant Provost of Global Initiatives for final review.
7. The Approval Memo and the Index Memo are sent to the Program Director.

Review Priorities

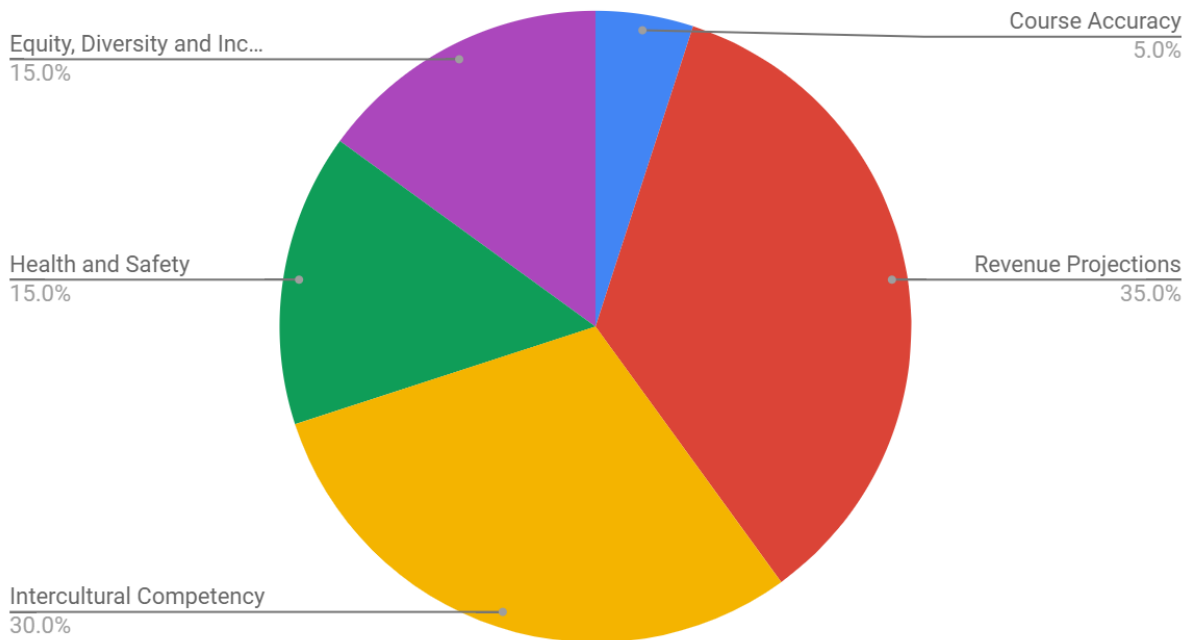


Figure 7 Approximation of Review Priorities

This pie chart serves as a general guide to review priorities at Miami University, and should not be viewed as a fixed rubric. As circumstances change, priorities will change. It is usually the case, however, that revenue potential is the single most important consistent factor during the review process. That said, the other criteria also are very critical and are taken extremely seriously by those who review your proposal.

Evaluations and Assessment

After you lead your workshop, it is extremely important to analyze student evaluations of your program. Students will complete the regular Miami evaluations for each course in the workshop, and they also will be given the opportunity to complete an evaluation form issued by Global Initiatives. We need to learn, from the student perspective, what aspects of the program went well and what areas for improvement remain. It is expected that all program directors will continuously use student evaluation data in revising their program.

It also is important that you measure how well students have achieved your learning outcomes. This will largely be done by grading course assignments, but to measure growth in intercultural competency please take advantage of the intercultural assessment tools provided by Global

Initiatives. Ideally, you will conduct both pre-program and post-program assessments in order to measure how well your students improved their intercultural competency.

Overall, you should conduct workshops with a **spirit of constant improvement!** Your student evaluations and intercultural competency assessments always will give you crucial insights.

Also, pay attention to other key data sources, including:

- **Student data:** Who are your students? What are their majors? How much diversity do you have on your program?
- **Budget data:** What is your cost and revenue trends?
- **Course enrollment data:** How does course enrollment compare to previous years? If you are offering multiple courses, are some of your courses under enrolled?

Parting Thoughts

We believe that when it is operating at its highest and best, a Global Learning Experience:

- Advocates first and foremost essential intercultural learning outcomes that can only be achieved through travel or virtual global study methods;
- Opens itself to be accessible to all students, regardless of financial status, disability, or social identity;
- Contributes to students' larger educational goals by meeting graduation requirements and setting them on a path to a successful career;
- Attends to students' safety and well-being by mitigating potential risks that might be encountered away from where they call home; and
- Offers a signature experience that meets departmental, divisional, and institutional needs in a sustainable manner that can last beyond an individual faculty member's expertise and contacts.

The Office of Education Abroad will support you every step of the way so you can provide a successful workshop experience for your students.