



Important Information and FAQs related to Teaching on a CCSA Program

Welcome and thank you for your interest in teaching with CCSA!

For over thirty years, the Cooperative Center for Study Abroad has been offering quality study abroad programs at affordable prices in English-speaking regions of the world. Included among our members are both public and private colleges and universities, both secular and religiously-based. While most of our member schools are located in Kentucky and Tennessee, we have members further afield as well, from Oregon to South Carolina, from South Dakota and Ohio to Mississippi and Alabama. One thing we all have in common is a commitment to broadening the horizons of our students and faculty by getting them out in the world. Founded originally as the Cooperative Center for Study in Britain (CCSB) by six Kentucky public universities, we have expanded our locations to include regular offerings beyond the United Kingdom in Australia, Belize, and Ireland, with occasional programs in other regions where English serves as at least one of the official languages, such as South and West Africa, Hong Kong, and India.

A number of faculty currently teaching with us have been doing so on a regular basis for ten years or more. Several of our current board members started their study abroad careers on a CCSA program. However, CCSA isn't just for experienced faculty. Indeed, many of our member schools recommend CCSA to their faculty who are stepping into the study abroad arena for the first time. Why do they do that? Because we provide support and advice at every stage of the way; at the same time, though, we also work to provide the academic and cultural experience best suited for your academic discipline and course.

FAQ's:

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Who is eligible to apply to teach on a CCSA program?

CCSA welcomes course proposals in all disciplines provided they demonstrate academic rigor appropriate to the level at which the course is being offered and are tailored in content to take advantage of the location for which they are being proposed. Faculty must hold appropriate credentials for the discipline and level at which the course is being proposed for credit and as part of the course proposal must provide documentation of academic approval of their course by the relevant administrator(s) on their campus. The following categories of faculty are eligible to submit a proposal to CCSA for consideration.

- **Any full-time, tenure track or tenured faculty member from a CCSA member institution;**
- **Retired and emeritus faculty who continue to teach part-time**, with the approval and support of the appropriate department at their institution;
- **Full-time non-tenure track faculty** *with appropriate academic credentials* are eligible to apply *provided that their request is endorsed at the time by an appropriate dean, indicating that the faculty member has a reasonable expectation of being employed during the time the program is being offered and that should the course be approved the university will provide the required letter of support.* As our proposals are due approximately 15 months in advance of the actual program dates, this endorsement is necessary to minimize student disappointment if the course must be cancelled because the faculty member is no longer teaching at a CCSA institution.

CCSA also requires that faculty be available to participate in a mandatory pre-program orientation, generally held for the Winter Programs on the first Saturday in December and for Summer Programs on the Friday of the second or third weekend in April.

Faculty who anticipate being on sabbatical or other type of leave for either semester prior to the date of the program should defer their application to a subsequent year, as presence on campus is necessary to engage in successful recruitment of faculty.

What does it take to be a successful CCSA faculty member?

CCSA is seeking faculty who are not only enthusiastic about the general idea of teaching a course abroad but have also given serious thought to what it takes to do that successfully:

- **Commitment to the special experiential nature of such a course**, including the fact that access to and time in a traditional classroom space, with high tech facilities, will be extremely limited;
- **Recognition of the considerable time, enthusiasm, dedication, and determination required** of the prospective faculty member to recruit the course successfully. While CCSA provides a website and professionally designed brochure to assist faculty in this process, *the faculty member remains his or her own number one recruitment tool*, abetted by an appealing course description, a subject matter which appeals to students, and a strong sense of why this subject is best studied in this location.
- **Acceptance of the special beyond the classroom responsibilities**, including the student mentoring and counseling responsibilities that are entailed in this unique teaching opportunity in which faculty and students live, eat, and travel side by side every day and often many evenings.

Because of the advance recruiting and preparation requirements for the courses, faculty are not permitted to propose a course for a CCSA program if they anticipate being on sabbatical leave for any part of the year immediately prior to that program.

What is distinctive about the CCSA academic setting?

With the exception of the London Summer Program, which is 4 weeks in duration, most CCSA programs combine an intensive overseas experience of 2-3 weeks, with direct pre- and post-trip academic activities designed to help students prepare for and subsequently reflect on the academic and cultural learning in which they engaged while overseas. For programs of two- and three-week duration, the typical course plan includes pre-trip readings, on-site journals and post-trip projects/papers. The classes are essentially conducted as the field trip portion of courses for which travel to the respective countries constitutes a critical and central academic element. Following the on-site portion of the trip, students process that learning experience through a final project or paper submitted to faculty electronically or by mail.

By contrast, the London Summer Program offers a combination of traditional classroom based time with weekly intensive field trip experiences. Because of the extended time on-site, the program is also self-contained in that exams/final projects are completed prior to the completion of the program and faculty submit final grades to the on-site administrative staff before leaving London. Even on this program, however, faculty generally assign pre-trip readings and sometimes even writing assignments both to help students prepare for the overseas portion of their program and to compensate for the less formal classroom setting.

To borrow a phrase from Dr. Michael Klembara, long-time Executive Director of CCSA, much of the best work you will do as a faculty member on a CCSA program is “Teaching in the Seams”—that is, seizing the teachable moment wherever and whenever that might arise. On a CCSA program, it is not an exaggeration to say that the world itself is your students’ and indeed your classroom. Consequently, whatever the program type, faculty must give consideration even at the point of constructing a course proposal to the special nature of the learning environment and the student as well as faculty experience.

- **Focus on experiential learning:** The emphasis in all CCSA courses is on experiential learning and the classroom is the location, both literally and intellectually. While some time is set aside for lectures and class meetings, and it is assumed that students will have to budget time for reading required books and completing class assignments, the goal of the instructor should be to design a course that will utilize the unique teaching and learning opportunities that traveling to relevant field trip sites make available to student and teacher alike. Field trips, lectures by local experts and self-directed student touring and reading are essential components of these courses.
- **Specially designed course assignments:** To prepare students for their in-country experiences, faculty will need to provide students with pre-trip reading and often writing assignments. This is especially important for upper level and graduate courses, since during the trip, formal research paper writing and test taking are of necessity de-emphasized in favor of journal writing and frequent group discussions as methods of processing course material and assessing performance. Furthermore, in order to ensure that academic standards are met in CCSA programs of two- to three-weeks duration, a culminating experience is required following the students’ return to the States. Professors must give a great deal of time and effort before leaving the States to planning the details of appropriate field trips and on-site learning

experiences. Indeed, successful proposals to teach on a CCSA program will demonstrate a considerable amount of preliminary planning in this regard.

What are some keys to successful faculty course proposals?

Well, in truth, the keys to successful course proposals are the keys to successful recruiting and successful teaching on a CCSA program.

- **The course as proposed must give evidence of academic rigor with the special considerations of experiential learning**, and the proposal needs to give a sense that the faculty member has given thought to the following questions. Does the course have legitimate academic goals and content and is this detailed in the proposal? Are the required assignments/assessments appropriate to the credit level(s) requested for the course? Does the faculty member have credentials in the field(s) in which the course is being offered? Remember: a link will be provided from the CCSA website to the academic information in your proposal, and it is based on this information that a course is likely to be approved or not approved to fill a particular requirement at a member institution.
- **The proposal must also make clear that the faculty member is aware of the special learning environment characteristic of short-term study abroad programs** and has made accommodations and even ideally found ways to take advantage of this unique setting in conveying the academic content of the course. Issues the CCSA Curriculum Committee will often raise about proposals is whether or not it is possible for the faculty member to do what is being asked. For example, given that there is no computer lab, and sometimes even limited WiFi, would students be able to do certain projects that have been proposed? Similarly, if group projects are required has the faculty member given thought to the issue of the students coming from different institutions? On two-week programs, if a course as proposed is particularly content-heavy, will there be sufficient dedicated class time and space to do what is being proposed? Most importantly, however, how is the content going to be linked to place?
- **The course as proposed must be location specific** or at least offer a sound pedagogical and learning benefit for the course to be taught in this location. Such location specificity should begin even with the course title and description, but it should also continue into proposed course assignments, field trips and activities. Even faculty without personal experience of a location should be able, through research, to envision and specify such connections.
- **Evidence must be provided showing that care and thought went into the preparation of the proposal.** No, all the details of the course don't need to be ironed out initially, but have specifics been provided?
- **The course title and description must be appealing yet convey something about the content and focus of the course.** This may be the single hardest part about constructing the course proposal, but it is also one of the most important as the title and 100 words or so are a faculty member's best chance of grabbing the attention of students beyond his or her personal sphere of influence. Even among students known to the faculty member, this title and description are often essential to engage and hold student interest. One task the Executive Director takes on during the preparation of the brochure is to tweak descriptions, especially if they have been noted by the Curriculum Committee as being somewhat lackluster.

- **The faculty member has given thought at least to a recruitment plan.** Recruitment takes a lot of time and effort. It's the rare course that "recruits itself" and even when that happens it's usually because the faculty member has done a bang up job on the item above.
- **The faculty member has obtained the academic permissions required.** For each discipline in which a course is being offered, the faculty member must obtain discipline-specific approvals by the appropriate person on his/her campus. For example, if a faculty member teaches in the History Department and a course is being proposed for credit in Political Science as well, then approval is needed in both areas. If History and Political Science are in the same department, it should be noted by the chair that the course has been approved for credit in both fields.

Ideally, faculty bringing proposals should review them with their local CCSA representative before submitting them to that person for approval. The Executive Director of CCSA is also available, usually by email, if questions arise in the process of constructing a proposal.

When proposals are weak in one area or another, the Chair of the CCSA Curriculum Committee will often recommend that a proposal be approved but with modifications, meaning that although there were issues, it was perceived that the proposal had enough merit to be worked on further. In such a case, the Executive Director, usually working together with the faculty member's Campus Representative, will work directly on the issues raised by the committee.

On occasion, too many proposals in a single discipline or two proposals that are extremely similar in focus are submitted in a single application round. When this happens, the Executive Director may request that one or more proposals be tabled for a subsequent year. If this occurs, those proposals will generally not need to be resubmitted the following year and will be given priority for approval the next year.

What kind of support can a faculty member expect to receive from CCSA?

Perhaps it is best to begin this section by discussing one of the most important features of the CCSA teaching experience: ***CCSA faculty are never in this alone.*** From the planning stages to the on-site portion of the program, to the post program grading period, there are multiple resources available to support faculty who teach with CCSA.

- **Home Campus Representatives:** starting on their home campus, CCSA faculty receive recruitment support from their designated CCSA Campus Representatives, who are also active members of the CCSA Board of Trustees. Most of our representatives have either taught on an overseas program, served as an administrator on a past CCSA program, or have many years of experience as staff in International Education Offices.
- **The CCSA Central Office:** Based in Bowling Green, Kentucky at CCSA's current host institution, Western Kentucky University, CCSA has full time staff who manage the student application and payment process, make program arrangements for program participants (including faculty), prepare travel materials, and are available to provide advice at every stage of the way. CCSA's Executive Director also has many years of experience both teaching and administrating overseas programs.
- **The On-Site Program Administrator(s):** During the program itself, CCSA ensures that every one of its programs is accompanied by an on-site director, and in the case of larger programs at least one additional assistant director. The primary responsibility of the on-site administrator(s) is to ensure the safety and health of program participants, and the smooth functioning of the program. This allows faculty to focus their attention where it needs to be: on teaching their class and helping students get the most out of the experience.

What are the additional responsibilities of a CCSA faculty member?

Teaching on a CCSA program does involve some important additional responsibilities faculty don't usually have on their home campuses, or at least not to the extent required abroad. One of the great benefits of teaching on a study abroad program is that students and teachers get to know each other as individuals and in settings where they would not usually interact at home. However, this also poses special challenges which faculty should consider carefully before submitting a proposal to teach on a CCSA program.

- **Student-teacher interaction:** Because students and faculty stay in the same facilities during the course of program, travel together both to and during the program, and interact daily over meals, there are simply more occasions for interaction, and not just with students in one's own course. This also means that it is important to consider in advance how to maintain appropriate student-teacher boundaries in settings which can make that more challenging.
- **Providing student support and counseling:** due to the sometimes challenging experiences that can and usually do arise during travel in a foreign country, students frequently need more personal counseling from professors than is generally required. Additionally, the experiential nature of the courses can bring home to the students in a personal way issues that in the traditional classroom setting can be easy for them to maintain a distance. While this can result in the "ah ha" moments all teachers on study abroad programs hope for, it can also require more support and guidance from the teacher than usual, not least of all because students are also far from their usual support networks of family, friends, and school services.
- **Participating in group activities:** CCSA faculty are required to participate in group activities that are not specific to their courses and to assist in requiring participation by their students. Ideally, in constructing course syllabi, these activities will also be threaded into the learning experiences, requirements, and student reflections. Furthermore, faculty may be required during travel days, on field trips, and throughout the program to support and assist when called upon by CCSA or program administrators to do so.
- **Accompanying students on flights:** CCSA faculty are required to accompany students on flights from the States (although the option of extending return flight dates is provided).

Hence, CCSA seeks teachers with proven abilities in relating well to students both academically and personally. Coping with students' travel stress, homesickness, culture shock and loneliness is part of a CCSA faculty member's responsibilities, and he or she should not be averse to the constant intermingling between students and faculty that occurs in these programs.

How many students must enroll for a class to go?

In order for a CCSA course to be approved to be taught on a given program, it is necessary to have a minimum enrollment; currently that minimum is twelve students *per faculty member*, though depending on the needs of a program sometimes a course may be approved with ten students. The decision regarding which courses will be taught in the summer programs is made in late March. Winter program courses are decided upon in late October.

Team-taught classes: if a class is being proposed as a team taught class, a minimum of 22-24 students is required for both faculty to be approved; consequently, in bringing a proposal to jointly teach a course, faculty must designate one person as the "lead" faculty who will go if the course does not recruit sufficient numbers to send both faculty.

Are faculty compensated for teaching on a CCSA program?

Faculty whose classes reach the necessary enrollment to be approved to participate are granted all program benefits (airfare, housing, included meals, insurance, etc.) provided by CCSA to participating students. These items are generally detailed in the individual program descriptions. Faculty also receive certain other types of compensation.

- **Housing:** Barring exceptional circumstances which would be discussed with the faculty member in advance, faculty are assigned single housing, unless traveling with a spouse or significant other.
- **Per diem:** If finances warrant, a modest per diem payment is made to faculty.
- **Companions:** Spouses and children accompanying faculty *may be* provided with some reduction in program costs.

Are faculty paid a salary for teaching on a CCSA program?

Because CCSA faculty are employed by their home institution (not by CCSA), *faculty who teach on CCSA programs receive no compensation from CCSA other than those items detailed above.* Whether or not in addition to this faculty are paid a salary for teaching on a CCSA program is at the discretion of (and paid by) that faculty member's institution, and policies and practice on this matter vary by institution.

Nevertheless, faculty whose courses recruit sufficient students to be approved to participate are expected to teach that course on the program, regardless of the institutions at which those students register and regardless of the impact that may have on whether or not a faculty member receives a salary from his or her own member institution.

Do faculty sign a contract with CCSA?

A detailed listing of all faculty responsibilities is included for review within the course proposal application. Upon approval of the course proposal, faculty are required to submit a signed version of that document, titled the CCSA Faculty Responsibilities Agreement, agreeing to the conditions set out therein.

If you have questions of any kind about the program and what you might be able to offer, please contact your local campus CCSA representative or the CCSA Central Office at 615-460-6575.