



Wooster TREK Faculty Handbook

TREK: Think, (Re) Search, Engage, Know



Global Engagement Office

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Dr. Joan Friedman poses with her students on the TREK:
"Understanding the Israel/Palestine Conflict: One Land, Two Peoples, Three Religions."

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OTHER RESOURCES:

- Eight Principles of Good Practice for all Experiential Learning Activities (National Society for Experiential Education): <https://www.nsee.org/8-principles>
- Integrative Learning VALUE Rubric (Association of American Colleges and Universities): <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-integrative-and-applied-learning>



SECTION ONE: TREK PROGRAM OVERVIEW



What is a TREK?

A TREK program is a credit-bearing, faculty-developed and led program to a U.S. or international destination. The faculty member (“Faculty Director”) remains on-site with the students for the duration of the program. TREK programs are designed to take advantage of the site, faculty expertise, and experiential learning opportunities. TREK programs enrich our curriculum, provide experiential learning opportunities, and promote global engagement.

Although longer off-campus programs may provide a deeper level of cultural, social, and linguistic immersion, many students are personally, financially, academically, or linguistically unable to partake in semester or year-long programs. Short-term programming offers these students an opportunity to live and learn in another culture as part of their undergraduate studies.

Options and Student Choice

It is helpful to keep in mind what makes a short-term program attractive to students when considering development of a TREK program. Students who participate in a TREK program are likely to do so for one or more of the following reasons:

- **The desire to go abroad with a College of Wooster faculty member.** The student (or their family) may feel more comfortable going abroad with someone they know and from whom they enjoy learning.

- **The appeal of a College of Wooster-sponsored program.** In uncertain times, some students prefer things that feel safe and familiar. Going on a TREK program can be comforting to both students and parents because they are assured the same quality teaching experience the student would receive at The College of Wooster and the direct involvement of the Global Engagement Office throughout the program cycle.
- **The appeal of a program that is pre-planned.** Many students want the experience of being abroad but may find a full immersion program daunting.
- **The opportunity to study abroad for a shorter duration... or more than once!** Some students and many student athletes find it difficult to fit a semester program into their schedule. Others may want to experience more than one semester abroad. Short-term TREK programs offer flexibility with scheduling, and typically would not interfere with semester obligations such as sports, research, leadership positions, or employment.

Qualifications to Lead a TREK Program

All tenured professors at the College of Wooster are invited to submit proposals for a domestic or international TREK program. Faculty must:

- Secure the support of their department or program chair and colleagues in disciplines related to the subject matter of the TREK.
- Create a course syllabus that reflects academic standards at Wooster.
- Apply best practices in experiential learning to the design and implementation of their course.
- Market the program and recruit students.
- Ensure that students are provided with country and cultural-specific information.
- Provide risk management training to students over the course of the program and assume a leadership role in the event of an emergency.

Note: To ensure that pre-tenured faculty are able to focus on the core parts of their position and are well prepared for their reviews, non-tenured faculty are not eligible to lead a TREK but could serve as a program assistant. Visiting faculty also are not eligible to serve as a leader but could serve as an assistant.

TREK Program Approval Process

Faculty should submit proposals for a new TREK to the Global Engagement Office well in advance and expect the development and approval process to take from 12 to 15 months (see timeline below). The process is:

- Faculty member discusses their ideas with the Global Engagement Office (GEO) and works with GEO to develop a strong proposal and preliminary budget consistent with business practices for TREKs.
- Faculty submits a complete TREK proposal and course syllabus to GEO.
- The Global Engagement Advisory Committee (GEAC) reviews the proposal and may recommend changes to the faculty member that support learning outcomes and increase student interest.
- GEAC sends the final proposal to the Educational Policy Committee (EPC) with its recommendation to approve. EPC examines the coursework to approve any requested course designations.
- The Provost must approve a preliminary budget prior to the start of student recruitment. The budget is finalized at the close of recruitment when exact participation numbers and costs are known and must again be approved by the Provost.

Proposals to repeat a TREK without significant changes are reviewed by GEO, approved/denied by the GEAC, and then sent as a point of information to the Education Policy Committee. Repeat TREKs with significant curricular changes must be approved by EPC.

TREK Proposal Deadlines

Summer TREKs

New Proposals:	November 1 – priority deadline for programs 1.5 yrs. out Feb. 1 – final deadlines - for programs 1.5 yrs. out
Repeat TREKs	Sept. 1 for programs the upcoming summer


TREKS occurring during Breaks (Fall, Winter, or Spring)

New Proposals:	18 months in advance of program
Repeat Proposals:	9 months in advance of program


Note: These deadlines are firm so that faculty have sufficient time to recruit students and workloads can be managed by the faculty as well as by the Provost, GEO, and the relevant committees.



Timeline for New TREK Programs – 2024-2025

Deadline	Action
Ongoing	Faculty meets with GEO to discuss potential TREK program and review proposal guidelines and process. Attends Master Class. GEO proposes third-party providers to manage on-site logistics.
Ongoing	If site visit is necessary prior to proposal submission, faculty submits TREK Site Visit Proposal & Budget to GEO. (Note: Site Visit Proposal requires department chair's approval.)
Ongoing	GEO updates Advisory Committee and submits TREK Site Visit Proposal & Budget to Provost for consideration.
Ongoing	Faculty completes site visit and submits site visit report to GEO. Logistical needs determined, and third-party provider selected.
Nov 1, 2023* *Priority deadline	Faculty submit proposals for summer TREKs to GEO.
Feb 1, 2024* *Final deadline	Faculty submit proposals for summer TREKs to GEO.
Nov 23 – Feb 24	GEO Faculty Advisory Committee reviews proposal & provides feedback. GEO and Faculty develop preliminary budget.
Dec 23 - March 24	Recommendations go to EPC for approval.
Dec 23 – March 24	GEO submits preliminary budget to Provost for approval.
April	Faculty preps for recruitment. GEO opens student application.
April - May 24	Faculty Meeting notified of TREKs for following academic year.
Fall Semester 24	Faculty recruits and offers information sessions.
Feb 1, 2025	Student application deadline for summer TREK programs.
Feb 1 – 15, 2025	Financial Aid notifies students of scholarships.
Feb 20, 2025	Student must commit to program.
March 1 2025	Participant numbers solidified; GEO submits final budget to Provost.
	Summer 2025 program takes place.
August 15, 2025	Faculty submits final report and assessment data to GEO. Faculty submits budget reconciliation and receipts to GEO.
Sept 1, 2025	Proposal for repeat TREKS for summer 2026 due to GEO NOTE: <i>Financial reconciliation must have been finalized.</i>

Timeline for Repeat TREK Programs

Deadline	Action
Ongoing	Faculty indicates to GEO desire to repeat program.
Sept 1, 2025	Faculty submits full TREK program proposal to GEO with assessment data for most recent TREK. Faculty and GEO develop preliminary budget. NOTE: <i>Financial reconciliation must have been finalized.</i>
Sept 2025	GEO Faculty Advisory Committee reviews repeat program proposal. EPC notified if repeat program proposal approved. Provost approves budget for repeat program.
Fall Semester 25	Faculty recruits and offers information sessions.
Feb 1, 2026	Student application deadline for summer TREK programs.
Feb 1 – 15, 2026	Financial Aid notifies students of scholarships.
Feb 20, 2026	Student must commit to program.
March 1, 2026	Participant numbers solidified; GEO submits final budget to Provost.
	Summer 2026 programs take place.
August 15, 2026	Faculty submits final report and assessment data to GEO. Faculty submits budget reconciliation and receipts to GEO.
Sept 1, 2026	Proposal for repeat TREKS for summer 2027 due to GEO

Roles and Responsibilities of the Faculty Director

Developing and implementing a TREK program is a time-consuming task, and faculty should consider whether they have the time and energy to devote. In addition to the standard duties of teaching a course at The College of Wooster (syllabus development, textbook selection, grading, evaluations, etc.), the responsibilities of a TREK Faculty Director include:

- **Developing the program proposal.** The TREK proposal requires a detailed program description, a course syllabus, a preliminary itinerary and budget, and explanation of qualifications of the Faculty Director and Program Assistant. The Global Engagement Office will assist with proposal and budget development.
- **Selecting a site appropriate to the learning goals.** Faculty are responsible for selecting site(s) appropriate to the learning outcomes and an acceptable level of risk.
- **Selecting third-party partners.** Faculty members may have reputable in-country partners with whom they plan to run their program. If not, GEO can recommend third party providers who are available to assist with custom programs.

Note: GEO must approve all third-party partners.

- **Risk Assessment.** GEO will assist the Faculty Director with conducting a location-specific risk assessment based on intelligence provided by organizations such as:
 - [U.S. State Department](#),
 - [Centers for Disease Control and Prevention](#),
 - [World Health Organization](#),
 - [U.S. Department of State's Overseas Security Advisory Council](#), and
 - Third-party providers operating in the region.
- **Optimizing the use of the off-campus setting.** One of the most exciting aspects of TREK program development is the opportunity to design a high impact and high context academic environment. Utilizing best practice principles of experiential learning, faculty can incorporate site-specific activities into the course to enhance both academic as well as intercultural learning outcomes.
- **Providing accurate information to students.** Faculty Directors should research potential site(s) to provide accurate and up-to-date information to students during pre-departure and on-site orientations, and to develop appropriate conduct and risk management guidelines. Topics will range from official start and end dates for the program, cultural values and norms, on-site conditions, health, and safety considerations, how to access emergency assistance, weather conditions one can expect, appropriate clothing, and ways to maximize one's learning.

Note: A preliminary site visit to assist with developing a TREK can be extremely helpful, even in cases in which the faculty member(s) has in-depth knowledge and on-site experience. Please work with GEO to submit a request for a site visit to the Provost.

- **Promoting and recruiting for the program.** Faculty are key when it comes to fostering student interest in the TREK and meeting participation goals. GEO will help with creating and distributing marketing materials, hosting information sessions, and so on, but it is crucial that faculty market to create a “buzz” about the program.
- **Participation criteria.** Faculty members must establish criteria by which to manage student selection. These criteria might include foreign language ability, course prerequisites, GPA, graduation standing, and ability to perform core functions. These criteria should be shared with GEO to ensure accurate information is being communicated.
- **Reviewing applications and selecting program participants.** GEO recommends that faculty select students on a rolling basis to keep students engaged in the prospect of program participation.
- **Leading pre-departure activities.** Faculty should provide pre-departure meeting(s) or seminars that focus on the academic program and learning goals, cultural norms and languages, and the itinerary and logistics. Such meetings are a terrific way to create a sense of community before the rigors of travel begin. Students must also attend GEO’s more general, mandatory pre-departure orientation to cover health, safety and security essentials and answer logistical questions about payments, financial aid, and so on.
- **Managing travel arrangements.** The Faculty Director will work closely with GEO and/or a third-party organization to plan logistical aspects of the program such as flights, accommodations, excursions, and so on.
- **Selecting a Program Assistant.** All programs are required to have at least two non-student leaders. The Program Assistant should be qualified to assist the Program Director and, ideally, to assume teaching responsibilities. It is ideal if the skills of the Program Assistant complement those of the Director, especially should challenging student issues arise.

Note: Exceptions might be made to the two-leader rule if a third-party provider or in-country provider is being utilized that will provide significant on-site support and, if necessary, language interpretation.

- **Serving as the primary contact.** While abroad, in addition to teaching the course and facilitating all program-sponsored activities, the Faculty Director serves as the primary point of contact for both students and the College of Wooster. The Faculty Director and Program Assistant must be on-site and available to students for the duration of the

program, including weekends and holidays, and should collaborate to ensure students receive appropriate levels of academic, cultural, and personal support.

- **Student support.** The Faculty Director leads the academic aspects of the program and also provides student support throughout the program cycle, serving to some degree as *in loco parentis*. The Faculty Director also may need to advise on issues stemming from culture shock and/or differences, diversity and inclusion, identity, and/or LGBTQ+ concerns.
- **Keeping GEO informed of all incidents.** It is crucial that the Faculty Director informs the Global Engagement Office in a timely manner of *all* student conduct issues, health issues, emergencies, and/or changes in the itinerary. Please refer to the incident report form at the end of this handbook.

Note: Delaying this notification may result in simple situations evolving into full-blown problems. GEO can't help if GEO doesn't know.

- **Directing any emergency response.** Both the Faculty Director and Program Assistant must attend GEO risk management trainings and follow College protocols and policies. In the event of a minor or significant emergency they will communicate with GEO to effectively manage a real [or perceived] emergency.
- **Reconciling the program budget:** The Faculty Director is responsible for submitting grades to the Registrar and financial documents (expenditures/receipts) to GEO within 30 days of program completion.
- **Assessing the program with GEO.** Faculty Directors must have students complete Wooster's course evaluation and GEO's program survey. GEO and the program directors can meet to assess all aspects of the program and recommend any changes to the program's structure, logistics, and so on.

Working with a Program Provider

While not always necessary, working with a program provider can ease the workload for the Faculty Director and be particularly helpful if running a program for the first-time. GEO is familiar with a host of program providers that facilitate faculty-led programs including Arcadia College of Global Studies, API, CEA, and Seminars International. Benefits include:

- A provider's expertise in health and safety concerns and risk management, and their extensive network of resources, can decrease liability for the institution.
- Effective providers will manage many of the details and enable the faculty member to focus on instruction.

- Turning the timetable over to the provider, who has a greater awareness of traffic patterns, routes, and other issues, can aid the group in arriving on time to program activities.

Roles and Responsibilities of a Program Provider

Program providers should agree to create a proposal free of charge that details services and final costs with respect to:

Academics and Facilities

- Does the provider have classroom facilities available for your use? What are facilities like? How is scheduling, equipment coordination, access, etc. arranged?
- Will students have access to the Internet and printers?
- Will they facilitate internships, service learning, or volunteering?

Housing

- Can they provide secure student and faculty housing? If so, where will students be housed - on campus, host families, an Air B&B?
- What amenities will the lodgings have - AC, washer/dryer, kitchen facilities, private or shared rooms/bathrooms?
- Will Internet access be available?
- Where will the accommodations be located? Is this neighborhood safe?
- What does the housing cost include - meals, utilities, laundry, etc.?

Note: Faculty Directors are discouraged from pursuing host family stays independently due to the liability incurred. Exceptions may be made if Program Leadership works with a quality homestay facilitator or a study abroad program provider vetted by GEO. Faculty should express the desire to utilize homestays in their program proposal.

Orientation

- The program provider should offer an on-site orientation. What topics does it cover?

Student Services

- Will the students be picked up/dropped off at the airport? Is there someone available to the group on-site and 24/7 for emergencies?
- Does the provider have established relationships with local hospitals/clinics?
- Are English-speaking medical professionals available? If not, can the provider offer interpretation?

Field Trips/Excursions

- Will the provider plan excursions - make reservations, organize guides, and book travel?
- Can they find and book local experts?
- Can they provide suggestions for museums and other cultural activities to enrich the program?

Roles and Responsibilities of the Program Assistant

The Program Assistant is responsible for assisting the Faculty Director with all program activities and student support throughout the program. Ideally the Program Assistant is a faculty member who is knowledgeable of the subject matter and could step in to teach if necessary. Another desirable choice would be a staff member for whom the content of the program is relevant. Requests to have a non-faculty member or staff member should be included in the program proposal and/or directed to GEO. Program assistants who are not employed by the College of Wooster should be put on contract through the Provost's Office. The template for this paperwork is included in the appendix.

The responsibilities of the Program Assistant include:

- Being familiar with College of Wooster's values, policies, and student culture.
- Assisting with program logistics.
- Assisting in maintaining program records: travel logs, expenditures, etc.
- Assisting with risk mitigation and crisis management including student health and well-being, group dynamics, and other student affairs while in country.
- Responding in a timely manner to any health, safety, or security concerns of students. In the event of a student illness or injury, the Program Assistant would be the one to assume responsibility for the sick or injured student, so the Faculty Director is able to continue to provide instruction. The Program Assistant should be prepared to accompany the student to a medical facility for care, to consult with the insurance provider, and to stay in regular contact with GEO.
- Other duties as assigned by the Faculty Director.

Roles and Responsibilities of the Global Engagement Office (GEO)

The Global Engagement Office will assist the faculty and assistant directors by:

- Serving as a sounding board when designing a Wooster TREK program.
- Developing a preliminary budget for the proposal. As plans and participation numbers are solidified GEO will refine the budget and seek budget approval from the Provost.
- Assisting with identifying and selecting third-party providers.
- Partnering with the Faculty Director on recruitment sessions and marketing efforts.

- Creating the program application and managing student applications.
- Securing health insurance for all program participants.
- Advising students on passport and visa procedures.
- Encouraging U.S. travelers to register in the U.S. State Department's STEP (Smart Traveler Enrollment Program).
- Booking round-trip travel if the group is traveling on a group flight.
- Providing program directors with access to students' passports, waivers, medical information, and emergency contact information.
- Offering risk management and other training to the Program Leaders.
- Assisting Program Leaders with crisis management.
- Providing a mandatory pre-departure orientation to students.
- Collaborating with returnees and faculty to bring their experience to other constituents on campus, through programming and outreach events.



Dr. Jimmy Noriega's (far left) "Theatre and Performance in London" TREK introduces students to the theatrical histories and performance traditions of Great Britain.

SECTION TWO: DEVELOPING A PROGRAM



Creating a Program Proposal

The electronic TREK proposal template is available from the Global Engagement Office or on the GEO website and the print version is included in the Appendix. The proposal will ask for information regarding the following subjects:

- Program considerations: rationale, viability, sustainability
- Course syllabus and learning outcomes
- Student interest and demand
- Program site
- Health, safety, and security considerations
- Student learning and development
- Markers of success

A complete proposal submission will include:

- Completed TREK program proposal
- Course syllabus with evaluation methods
- Request for Change of Curriculum form (Faculty Handbook section VII - C)
- Draft itinerary with program dates, accommodations, classroom time, field trips, non-lecture activities, etc. Itinerary must demonstrate ways in which the location is utilized to enhance curriculum
- Draft budget created in conjunction with the GEO office with a range for minimum and maximum number of participants
- Plans for marketing and recruitment, application deadlines, criteria for student selection, and pre-departure orientation sessions

Curricular Experiential Learning (EL) Designation

The College of Wooster strongly encourages faculty to incorporate Experiential Learning (EL) best practices into existing and new courses and receive a searchable EL designation. This designation is an *option* and *not a requirement* in Wooster's curriculum but can enhance learning outcomes and support the College's goal of providing experiential learning to every College of Wooster student. Best practices help students understand the value of this kind of educational experience to their personal and professional development.

Faculty interested in having a TREK course designated as an Experiential Learning course should submit the EL application in tandem with the TREK proposal. Incorporating EL components will strengthen the TREK proposal. Assistance is available from the Experiential Learning team in APEX.

Once the GEO Advisory Committee has approved the TREK program and sent it to EPC, GEO can forward the EL application and TREK course syllabus to the Experiential Learning Committee for its review. The committee will review and provide approval – or feedback – to move the faculty member's proposal toward approval. The proposal should demonstrate that the course:

- Incorporates the National Society for Experiential Education's *Principles of Good Practice for All Experiential Learning Activities*.
- Addresses least two student learning outcomes from AAC&U's *Integrative Learning VALUE Rubric*.
- Integrates at least 15 hours of experience.

The EL committee will consider course designation proposals on a rolling basis but has a fall (September 15) and spring (February 1) deadline for designations on courses intended to be offered in the following semester.

Program Design Considerations

In planning your TREK program consider the following tips and suggestions.

Academics - Course Design

- Most instructors want their TREK course to satisfy general education or departmental requirements. If this is the case, consult with relevant department chairs and/or the Dean for Curriculum and Academic Engagement before submitting a proposal.

Remember: To fulfill a general education or degree requirement, the course must be one full credit (see below for contact hours).

- Design your course to set it apart from existing courses or programs. This can create more student demand.
- Determine whether course pre-requisites are appropriate.
- Determine whether to set a minimum GPA requirement higher than GEO's standard of 2.75 cumulative, or require a certain class standing (first year, second year, etc.)

Academics – Course Credits

To calculate the total amount of credits for the TREK program, follow these federal guidelines as they apply to The College of Wooster

.25 credits =	15 instructional contact hours and 30 out of class hours
.5 credits =	30 instructional contact hours and 60 out of class hours
1.0 credit =	60 instructional contact hours and 120 out of class hours

Academic Logistics

- Classes may take place in a variety of venues, from meeting spaces within accommodations to rooms at local schools or universities or a public setting.
- Use only public spaces such as conference rooms or classroom spaces to meet with students.
- Faculty should ensure adequate accessibility to assigned reading materials and resources for research.
- To maximize learning indicate in the syllabus specifically how each day's activities contribute to learning outcomes.
- As appropriate, make attending or participating in cultural activities graded events. Provide rubrics for each type of assignment, including experiential aspects of the program in the syllabus. Remind students about these assignments throughout the program.

Incorporating Cultural Content / Facilitating Cultural Immersion

- Be intentional about building connections between academic content and the location. Take advantage of local resources – current events, on-site lectures, readings, cultural events - to the extent possible
- Design your course in ways that encourage students to participate meaningfully in the culture and develop a sense of community engagement beyond that of a tourist. Building the country or region's history, culture and social norms into the curriculum will help foster this a sense of cultural intelligence.
- Promote cultural learning within the program itinerary through unstructured time, journals and diaries, guest speakers, local experts, interviews in the local community, field trips, home stays, buddy programs with local students, and so on.
- Provide frequent opportunities for students to informally process their observations and reactions to the cultures they are experiencing.
- Incorporate intercultural competency learning goals into the syllabus and choose program activities that are in line with these goals to balance.

Program Location

As the Faculty Director, do you have extensive experience in the program location? Can you rely on experts in the location to assist with arrangements? If not, GEO can recommend third-party providers that can make most, if not all, arrangements. Considerations include:

- Is the location safe? Are there any site-specific health, safety, or security risks?
- Are you fluent in the host language? If not, how would you manage unexpected circumstances that demanded nuanced communication?
- Will students be able to, or need to, speak the host language? If not, a survival language course might help them function on an everyday basis and promote cultural immersion.
- Will students be able to find safe ways to spend their free time?

Program Itinerary

- **Burn out:** In designing your itinerary consider splitting each day into thirds: morning, afternoon, and evening, and scheduling program events for only two of the three periods each day. Over scheduling can lead to burn out for both students and leaders!
- **Front loading:** Consider front loading your program with a greater number of group meals and activities to acquaint students with norms in the country. Reduce group activities as students gain confidence and are ready to explore on their own.
- **Proximity and travel time:** As you make your daily schedule consider the proximity of sites carefully and build in adequate time for travel between destinations.
- **Closures:** Check for on-site observed holidays during which shops, restaurants, offices, and transportation may be closed or run on a special schedule.

- **Free time:** Do not forget to build in free time so students have time to complete assignments and to process what they are learning.
- **Physical fitness:** Will the itinerary be physically taxing? In application materials describe daily activities and on-site realities so students can determine if the program is suited for them.
- **Changing locations.** Packing and changing locations frequently is tiring, stressful, and time-consuming. If relocation is necessary to achieve the course learning goals, please encourage students to pack light and remind them they are responsible for transporting their own luggage during travel.

Food, Lodging, and What to Expect

- Be explicit with prospective students about the conditions on-site from the moment you start advertising. Students unaccustomed to travel may expect everything to be the same as at home. It is important that you outline anything that may be different: access to air-conditioning, lack of elevators, infrequent or no access to Internet services, access to shopping venues, bathroom and shower facilities, availability of laundry facilities, insects and snakes, extreme weather conditions, and so on. This information is included in the “What to Expect” tab in the on-line brochure.
- Also be explicit about the potential of accessibility issues in marketing materials and during information sessions – lack of elevators, cobblestone streets, hilly walking tours, and so on.
- Meals can be complicated, and some students will be more adventurous than others when it comes to their diet. Consider the variety and types of food that you will be eating and, again, educate prospective students. Will it be possible to accommodate a vegan or gluten-free diet? Will fresh fruits and vegetables be available every meal?

Remember: Students should not be asked about disabilities prior to acceptance into a program and may not be denied participation solely based on any disability. Please consult with GEO and the Academic Resource Center if you have any concerns.

- The GEO application includes a self-assessment medical form that asks students to disclose the need for accommodations *after* applicant selection. Any pertinent medical information is shared in confidence with the Faculty Director.
- Be sure to consult with the Academic Resource Center long before departure if a student discloses any disabilities that require accommodations.

Program Housing and Roommates

Inform students of the type of accommodations (hotel hostel, homestay, rented home, etc.) as soon as possible. This allows student to communicate any concerns related to dietary restrictions or mobility issues early on so alternative arrangements can be made if appropriate.

Roommate assignments will impact group dynamics and therefore can be tricky. Although your first inclination might be to assign roommates randomly, you may wish to consider other options that allow students to have input. To determine what roommate pairing options you can provide students be sure to ask about the following:

- The number, location, and gender assignment of showers, community bathrooms, and single stall full bathrooms.
- The number, location, and gender assignment of sleeping spaces.

Alcoholic Beverages

- It will be difficult to stop students from drinking alcohol if they are of legal age in the host country. Rather than prohibiting alcohol consumption most faculty choose to require that alcohol must be consumed responsibly and only after a certain hour. Students must purchase alcohol with their own funds; this requirement may deter intoxication.
- Program monies may not be utilized to purchase alcohol.
- To protect program leaders from liability, program leadership may not purchase alcohol with program funding, including per diem. Charge alcoholic beverages to a personal debit or credit card.

Transportation

- The Faculty Director may decide where the program will officially originate: the Wooster campus, an international U.S. airport, or on-site.
- Neither the Faculty Director or the Program Assistant are required to travel to the teaching site with students or return to the U.S. with the students. Program leadership, however, must provide specific information to the students on how and where to meet the group on the first day of the program. They also should clearly delineate the program's end location, date, and time.
- The Faculty Director may decide whether to schedule a group flight or have students arrive independently.

Note: Many families will have travel miles or points that they wish to utilize to purchase their student's air tickets. Typically award points may not be utilized for group flights.

- When arranging air tickets or in-country travel for the group, faculty must utilize the safest transportation possible. Sometimes this will be public transportation; sometimes reputable, licensed transportation companies with strong safety records.
- Program leadership must instruct students to recognize and use licensed (official) taxi services or public transportation. Taxis or other vehicles such as tuk-tuks should be scrutinized for safety hazards prior to boarding (rusty or faulty components, bare tires, etc.).
- Because of both safety and liability concerns, faculty may not operate motor vehicles while on a TREK program. All transport of students must be through a licensed provider. Third-party providers typically arrange safe transportation for student groups. If the faculty member is designing their own program, they must thoroughly investigate transportation safety. For example, in some countries, travel by public transport in rural areas is discouraged. One exception would be if faculty needed to transport a student for emergency care.
- Students are not allowed to operate any kind of motor vehicle while on a TREK program in an international destination including cars, vans, mopeds, motorcycles, jet skis, motorboats, or off-road vehicles.

Insurance Coverage

GEO Blue insurance will be purchased for student, staff, and faculty participants. GEO Blue services include the ability to:

- Maintain a personal profile, download an ID card, view your plan benefits, and edit your travel profile settings to receive customized information.
- Access elite international doctors & hospitals and access to in-depth profiles of carefully selected doctors, dentists, hospitals and clinics around the world and profiles of notable local pharmacies and travel clinics.
- Consult with a doctor remotely for free, non-emergency care, 24/7/365
- Ability to secure appointments on short notice with leading providers and have GeoBlue settle the claim directly.
- Print a claim form, submit a claim online or track the status of an existing claim.
- 24/7 toll free or collect call assistance around the world'
- Access to telemedicine and self-service tools 24/7/and 365 days a year.
- Equivalency tools for medications, as well as translated medical terms/phrases
- Emergency numbers, health and security risks, vaccination requirements, and news alerts
- Personal health management tools.

High-Risk Activities

Some high-risk activities are not covered by the GEO Blue, and Program Leaders may not schedule them as excursions. These activities include but are not limited to: SCUBA diving, sky diving, mountaineering (where ropes and climbing equipment are customarily used), ultra-light aircraft, parasailing, sailplaning/gliders, hang gliding, parachuting, bungee jumping shark diving,

Note: Program Leaders must educate students those high-risk activities are not covered by insurance. There may be students who nonetheless wish to participate in these activities. In such cases the students must pay for the activity themselves, assume all risk, and participate only during free time.

Program Preparation

- Academic and behavioral expectations should be clear and well defined. The Faculty Director is responsible for communicating their expectations to students during pre-departure orientations as well as throughout the program.
- Schedule pre-departure orientations and meetings soon after students are accepted on the program. They will be excited and anxious to learn more. Meeting regularly also builds community.
- GEO will assist in delivering content related to foreseeable challenges, health, safety and security, and intercultural competency.
- Discuss culture shock in pre-departure meetings and at different points during the TREK program.
- Set the tone for understanding and respecting cultural differences.
- Prepare the students for re-entry shock.

Group Dynamics

- Make students aware of behavioral and conduct expectations and hold them accountable.
- Many Faculty Directors find it useful to create program-specific behavioral guidelines with student during pre-departure meetings. For example, tardy students might cause the group to miss a train connection or even an entire activity. How would the group like to enforce the expectation that participants are on time?
- Remember that program location and safety risks must be factored in to behavioral and conduct expectations.
- Group dynamics will be different than in the normal classroom as students spend more time together and cope with the stress of culture shock and traveling. Set the tone for patience and respect as students navigate these challenges at their own pace.
- Discuss culture shock in pre-departure meetings and at different points during the TREK program. Prepare the students for re-entry shock.

Utilizing a Third-Party Provider

The College strongly encourages faculty to utilize a third-party provider or partner because:

- It will save the faculty member time.
- The College and faculty benefit from the expertise and in-country contacts of the third-party provider.
- The third party may be able to get discounts that we could not.
- Utilization of a provider can reduce personal and institutional liability.

If utilizing a partner is not possible, the Faculty Director must assume responsibility to do the research and groundwork necessary to arrange all logistical details. We recognize, though, that even for a faculty member coordinating with a third-party provider or partner there is plenty of work.



Dr. Greg Shaya’s 2022 “Documentary Filmmaking in Buenos Aires” TREK was an intensive filmmaking workshop and an introduction to the lively history and culture of Argentina.

SECTION THREE: PROGRAM APPROVAL



First Step: GEO and the GEO Advisory Committee

Faculty should submit their complete TREK proposal to the Global Engagement Office (GEO) well in advance of the proposed implementation dates. (See pp. 10 and 11 for detailed timelines for new and for repeat TREK programs.)

TREK Proposal Deadlines

Summer TREKs

New Proposals: November 1st – February 1st (15 – 18 months in advance)
Repeat Proposals: Sept. 1st (9 months in advance)

TREKs occurring during Breaks (Fall, Winter, or Spring)

New Proposals: 18 months in advance of program
Repeat Proposals: 9 months in advance of program

Note: These deadlines are firm so that faculty have sufficient time to recruit students and workloads can be managed by the faculty as well as by the Provost, GEO, and the relevant committees.

GEO submits the proposal to the GEO Advisory Committee for its approval and the draft budget to the Provost for approval. The GEO Advisory Committee is comprised of four faculty members and the Dean of Curriculum and Academic Engagement. The Committee reviews program design, logistics, faculty preparation, program viability, program budget, and the way in which the location will enhance learning objectives.

GEO and the GEO Advisory Committee retain the right to create a rotating schedule of programs.

They must consider the following factors:

- The viability and sustainability of each program.
- The menu of proposals for a given term. Even though TREK programs are unique, offering too many programs simultaneously can create a situation where faculty and staff are unable to secure sufficient participation for any one program.
- The workload of GEO staff and other offices that support this programming.

The Committee may choose to return the proposal to the faculty with feedback and suggestions designed to enhance the proposal. Once approved by GEAC the preliminary budget is submitted to the Provost for approval.

Second Step: Educational Policy Committee

Once reviewed and approved by the GEO Advisory Committee, the complete proposal is submitted to the Educational Policy Committee (EPC) where the course syllabus will be reviewed to ensure it meets the high standard of all College of Wooster courses on campus. EPC also approves credit hours and any graduation or departmental requirements fulfilled by this TREK program.

Final Steps: Faculty Point of Information

Once the proposal is approved by EPC it is noted as a point of information at the following faculty meeting.

Applications Open

Upon approval by the faculty, GEO will create the on-line program brochure and application utilizing information from the program proposal and pictures that the Faculty Director provides.

The brochure layout and application materials are consistent from program to program so that all students sign the same waivers and releases. The one exception is the application essay questions; faculty are encouraged to draft program-specific short essay questions to ensure that they collect information that will facilitate student selection.

Once the on-line materials are created, the Faculty Director can begin advertising the program and accepting applications. Faculty are expected to hold several information sessions throughout the semester and to recruit at GEO's study abroad fair (GEO EXPO). Typically, registration prioritizes Wooster students. If there is capacity, however, recruitment could be opened to students in the Global Lakes College Association. Talk with GEO if you are interested in this option.

GEO manages the on-line application process, with the faculty able to view and vet applications once complete.

TREK Student Application Deadlines

The following application deadlines are enforced to allow for the equitable distribution of scholarships:

Summer TREKs:

Application Deadline:	Feb. 1
Final Student Selection	Feb. 1 - 5
Financial Aid review:	Feb. 5 - Feb. 15
Student Notification:	Feb. 15
Student Commitment deadline:	February 20

TREKs Taking Place over Breaks:

Application Deadline:	Determined on case-by-case basis
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Low Enrollment

TREK programs are self-sustaining and designed to be as affordable as possible for all students. It is therefore essential that faculty costs are kept as low as possible, and the program attracts at least the minimum number of participants. The College will have to cancel programs failing to attract sufficient students.

Program Cancellation

The College of Wooster reserves the right to discontinue or cancel any TREK program at any time prior to or after departure if health, safety, and/or security concerns emerge, or participation numbers are insufficient



The “Global Social Entrepreneurship” TREK is the brainchild of Dr. Amyaz Moledina. The course enables students to develop a deeper understanding of the entrepreneurial process and how to turn strategy into action as they intern for a social enterprise in India.

SECTION FOUR: FINANCIAL MATTERS



Budget and Finances

GEO works closely with faculty to build an affordable program budget that outlines anticipated tuition revenue, instructional and other costs, and endowment funding. The student program fee is then set to cover those costs not covered through tuition and endowment funds and anticipating that the minimum number of participants are recruited. This preliminary budget is sent to the Provost for their approval. After student selection the budget is recalculated with the actual number of participants in hopes that the program fee may be lowered. Faculty Directors are responsible for managing their budget and submitting receipts and an itemized ledger to the Global Engagement Office within 1 month of program completion.

The reconciliation process is thoroughly covered in the “Business Practices for TREK Programs” in the Appendix.

Faculty Teaching Compensation

Whereas courses taught during the academic year follow the same calendar, TREKS vary in duration and style. The College seeks to compensate faculty in an equitable manner considering the demands of designing and implementing a TREK program. Faculty teaching compensation is calculated in the following way:

Base Compensation – \$3,000

Base compensation is paid to the faculty member who has created the course syllabus, designed the TREK program, and submitted the TREK program application. If two faculty work together on these tasks, they could decide to divide the base compensation as they deemed appropriate.

Instructional Compensation – \$1,000/week

Instructional compensation is paid to the faculty member who teaches the course and is based on the length of time that the instructor and students are on-site/in-country.

- Programs in-country for 1 week: \$3,000 base + \$1,000
- Programs in-country for 2 weeks: \$3,000 base + \$2,000
- Programs in-country for 3 weeks: \$3,000 base + \$3,000
- Programs in country for 4 or more weeks: \$3,000 base + \$4,000

Co-Teaching Compensation

The College appreciates that co-teaching is a valuable activity for faculty, but also recognizes that TREK program costs often are unaffordable for many students - doubling instructional stipends would exacerbate this. Therefore, if a course is co-taught, *an additional \$1,000 co-teaching supplement* will be added to base and instructional compensation to make the compensation higher for each faculty member than if the regular teaching compensation were split in two. The two faculty members can determine how divide these stipends fairly.

Faculty Administrative Compensation

An Administrative Stipend compensates the Faculty Director for the important job of:

- Estimating program expenditures and assisting GEO with budget preparation,
- Managing program expenditures,
- Reconciling and reporting program expenditures at program end, and

- Submitting receipts to the Global Engagement Office in alignment with GEO and the Business Office's procedures.

Compensation for the administration of the program is \$500/weekly while in-country (maximum \$1,500), with the Provost reserving the right to increase the stipend if no third party is utilized.

Reports and receipts are due to GEO within 30 days from program end.

Important:

The Provost's Office will process the administrative stipend only when financial reconciliation has concluded. Faculty not adhering to reconciliation and reporting guidelines will forfeit their administrative stipend.

Program Assistant Compensation

A Program Assistant is expected to assist the Faculty Director with coordination on the ground and the safety of the group. The Program Assistant is compensated at a rate of \$500/week while in-country. Their travel and accommodation costs are covered as for the Faculty Director.

Typically TREKS with co-directors will not have a program assistant since there will already be two responsible faculty on site.

Sample Compensation Scenarios:

The following scenarios outline typical configurations and are suggested as guidelines for distribution of TREK stipends.

1. Professor X designs a 3-week TREK and invites a College Staff Member Z to travel with the group to assist with program logistics (i.e., serve as the Program Assistant. While Professor X is lecturing at historic sites, Staff Member Z helps to ensure the group stays together when traveling, collects receipts, assists with hotel check-ins, scout out affordable restaurants, and so on. They also assist a student who enters the hospital for an emergency appendectomy. This involves contacting the insurance company, communicating with the student's parents, visiting the student in the hospital, and so on. When the program is over, Professor X submits the financial paperwork and completes the Program Evaluation.

Who gets paid what? Since Staff Member Z only contributed as a Program Assistant during the three weeks in-county, they are paid the Program Assistant stipend.

3-week program	Base	Instructional	Administrative	Co-Teaching	Program Asst
Professor X	3,000	\$3,000	\$1,500	N/A	
Staff Member Z					\$1,500

2. Professor X and Professor Y work together to design a 4-week TREK program that they intend to teach together. They do not use a Program Assistant as they will both be on the program for the entire 4 weeks.

Who gets paid what? They believe they have worked equally hard to design the program and so decide to split the stipends in half.

4-week program	Base	Instructional	Administrative	Co-Teaching	Program Asst
Professor X	\$1,500	\$2,000	\$750	\$500	
Professor Y	\$1,500	\$2,000	\$750	\$500	N/A

3. Professor X creates a three-week TREK entirely on their own but would like Professor Y to travel with the group and lecture a few days when there is content relevant to their expertise. Professor Y gives 4 – 5 lectures during the program and also keeps track of students, helps a student replace a lost passport, orders taxis and Ubers, and so on. Professor Y also organizes and turns in the receipts and financial report.

Who gets paid what? Since Professor Y did lecture and took responsibility for managing program finances completely, the two decide that it would be fair for Professor Y to receive the Co-Teaching stipend and two-thirds of the administrative stipend.

3-week program	Base	Instructional	Administrative	Co-Teaching	Program Asst
Professor X	3,000	\$3,000	\$500		
Professor Y			\$1,000	\$1,000	N/A

4. Professor X creates a 4-week TREK program with the assistance of a third party that assists with set-up, on-site logistics, interprets from the host language into English, and travels with the group at all times. For these reasons GEO and the Professor X agree that a program assistant is not necessary. The third-party charges the program for their services

Who gets paid what? Since Professor X is managing the program on their own with the help of a third-party, they receive all stipends.

4-week program	Base	Instructional	Administrative	Co-Teaching	Program Asst
Professor X	3,000	\$4,000	\$1,500	N/A	
					N/A

Covered Program Expenses

The program budget is built to cover all program-related, in-country expenses for the Faculty Director and the Program Assistant/Co-Leader. Included in this would be airfare, visas, in-country transportation, excursions, lodging, and international health insurance (currently GEO Blue insurance).

Maximum Meal Allowance

Keeping in mind that most programs will have several group meals built into the itinerary and hotels may include breakfast, Faculty Directors and Program Assistants will receive a meal allowance calculated at 40% of the Meals and Incidental Expenses (M & IE) set by the U.S. Department of State for the city and country. This recognizes that meals will cost more in some locations and will help to offset the difference between food expenses normally incurred while living in Wooster and those incurred while leading the TREK.

Faculty Directors and Program Assistants must turn in receipts for their meals. If program leaders wish to drink alcohol, those purchases should be made separately utilizing cash or a personal debit or credit card. Please do not turn in receipts that include alcoholic beverages.

It is understood that, depending on the itinerary, a program leader might not need to purchase a meal one day, but need to purchase two on the following day. This is fine. Meals will be reimbursed up to the total calculated amount for the program as opposed to a daily limit.

What is Not Covered

As with travel for professional conferences, only allowable business expenses can be reimbursed: alcohol, laundry services, hair care, nail care, massage, fitness center fees, and other personal expenses may not be claimed for reimbursement.

While visa fees are factored into the budget, passport fees and vaccinations are not covered. Also, at home costs, for example, lawn care or pet care are not covered. If you have any questions about what is covered, please ask GEO.

Building the Program Budget

The TREK program budget is divided into four parts:

- **Program Revenue** - Revenue is generated through tuition, the program fee charged to students, and donor contributions
- **Instructional Costs** – Instructional costs include the Faculty Director’s teaching and administrative stipends, classroom space, guest lectures, and instructional supplies. Other instructional costs include international airfare, in-country transportation, housing, excursions, international health insurance, and a meal allowance (pro-rated at 40%) for the Faculty Director and the Program Assistant.
- **Program Fee** – The program fee is set to cover the costs of student housing, group meals, in-country transportation, academic and cultural excursions, and so on.
- **Health and Safety Fund** – A small contingency fund may be included to cover emergency expenses. This fund varies depending on the number of participants, program location, and so on.

This preliminary budget is important as it details for students the cost of tuition, the program fee, and an estimate for out-of-pocket expenses such as airfare, spending money, meals not covered by the program, passport, visa (if needed), immunizations, and airfare (if not arranged for the group). The Provost must approve the preliminary budget before GEO or the Faculty Director begin marketing the program.

After student selection the budget is recalculated with the actual number of participants. In order to make TREKs as sustainable as possible, the College sets aside any program surpluses for assisting future students. Faculty can also contribute to this goal by choosing destinations where travel, lodging, and food expenses are lower. Sample budgets are available from GEO.

The Business Office will invoice the students for tuition and the program fee. Students are required to pay a **\$500 non-refundable deposit** by March 1 for a summer TREK.

Minimum Enrollment

The program fee is determined based on the anticipated cost of running a program with the minimum number of students. To increase affordability, GEO recommends a minimum of at least 8 – 10 students per program. Maximum enrollment in the program should also be established based upon factors such as the location, amount of travel, occupancy of in-country vans (if using), nature of academic instruction, and so on. GEO recommends programs not exceed a ratio of two leaders to eighteen students.

Financial Aid

The College is exploring funding sources to reduce the expenses for students, especially for those with limited financial means. The College appreciates faculty efforts to keep program costs low – such efforts are crucial in keeping TREKs affordable for students.

After the TREK application deadline of February 1st, GEO will send the student rosters for all TREK programs to the Director of Financial Aid for award consideration. Typically, some scholarship funding is available for students with financial need, but students need to be aware that these scholarships will not cover the full cost of a program.

Money Management and Purchasing Card

The Faculty Director is responsible for the sound fiscal management of their program. Since currency and preferred methods of payment vary by location, Faculty Directors should work closely with GEO to decide how best to cover expenses during the program. **It is most convenient to make purchases throughout the program with the College's Purchasing Card.** The fact that the corporate card's monthly expense reports convert a foreign currency into U.S. dollars eliminates one step when reconciling the program. The small international transaction fee is accounted for in the budget.

Program leaders who are employees of the College can contact the Business Office to apply for a Corporate Card if they do not have one. Apply in time to complete the mandatory training.

Note: Faculty Directors may not utilize the Corporate Card for personal purchases or purchases for friends or family members.

Advance Payments

Whenever possible, pre-booking and paying for services in advance is preferred as it limits the amount of money needed while on-site. All invoices can be sent to GEO for payment.

Cash Advance

If the local economy is cash-based, a cash advance can be requested through the Business Office. The Cash Advance Request form can be found on the Wooster Administrative Resources Wiki. Cash Advances must be requested fourteen business dates prior to the start of the program and all receipts and unused funds must be submitted to the Business Office within 30 days of the conclusion of the program.

Staying Within the Program Budget

Faculty Directors are expected to stay within the final budget approved by the Provost, barring an emergency. That said, the College recognizes the need for Faculty Directors to have flexibility

on site to enhance the educational experience, therefore monies may be shifted between categories. For example, a faculty member might decide, with student input, that an excursion will replace a reflection dinner. That said, published course itineraries should be honored to the extent possible as students have paid for the published activities. If there is a situation on site that requires additional funding the Faculty Director should consult with GEO at their earliest opportunity.

Faculty Directors are permitted to build a small experiential learning fund into their budget that can be used for unanticipated experiential learning activities. Typically, this fund would not exceed \$50/student.

Program Budget Reconciliation Process

The Faculty Director and/or Program Assistant is responsible for reconciling the finances of their program and providing appropriate documentation to GEO. Reimbursements will be made after the program is reconciled. To ensure consistency, program leaders must utilize College forms and must attend a mandatory meeting on the reconciliation process.

Note: The Administrative Stipend is provided to compensate program leaders for this work. Faculty failing to follow guidelines will forfeit their administrative stipend.

The deadlines for submission of reconciliation documents to the GEO Office are:

Summer TREKs - Submission Deadline:

30 days from program end, and no later than August 15

All Other TREKs - Submission Deadline:

30 days from program end

A complete reconciliation packet consists of the following documents filed in compliance with these instructions:

1. College Budget Forms (may be submitted electronically)

These forms allow you to account for all program expenses by date, vendor, description, amount and Oanda currency conversion rate (daily, as appropriate), mode of payment, and expense category. Find the Oanda converter at: <https://www.oanda.com/currency-converter/en/>

2. Submit Receipts for all program expenses in the following manner.

Neatly and completely tape each receipt (one per page) on blank 8.5 X 11 sheet of plain paper. Number each page with the same number as that on the TREK Expense Spreadsheet. Submit in numerical order with your packet with receipt #1 on top.

Pro Tip: It is suggested leaders account for and tape receipts on a daily basis. Take tape and paper with you!

3. Affidavit of Lost Receipt Form

Complete an Affidavit of Lost Receipt Form for any program expense over \$25.00 for which you are missing a receipt.

IMPORTANT: Submit one Affidavit for each missing receipt - one expenditure per form. Number the Affidavit as if were a receipt and as per the TREK Expense Spreadsheet and submit with receipts in numerical order.

Including receipts for groceries if a part of per diem and phone bills if requesting reimbursement for an international phone plan.

Pro Tip: GEO appreciates that sorting through a box of receipts at program end could be daunting and encourages faculty directors and program assistants to keep up with reconciliation on a daily basis whenever possible. Daily entry will allow program leaders to be cognizant of whether they are staying within budget

4. Page describing Lost Receipts for Expenses under \$25.00

If you are missing a receipt for an expense under \$25.00 write the expense number from the Budget Spreadsheet on a blank piece of paper and describe the expense. File it in numerical order with other receipts.

5. Purchasing Card Statements

If you utilize the Purchasing Card to make a purchase, enter the amount in local currency on your Spreadsheet but recognize that you will have to return to the spreadsheet once you get your Purchasing Card Statement and enter the actual dollar amount recorded on the Purchasing Card Statement.

The Purchasing Card Statement will list an international transaction fee for each expenditure. Add the transaction fee into the expenditure.

Write the appropriate receipt number from the TREK Expense Spreadsheet next to each expense on the purchasing card statement(s) even if this means that the receipt numbers are wonky.

6. Employee Expense Reimbursement Form

If program leaders require reimbursements for cash expenditures, they must complete an “Employee Reimbursement Form and submit to GEO. This form should reference each expense utilizing the numbers on the TREK Expense Spreadsheet .

If you pay for something in cash, use the [currency converter](#) at Oanda.com to determine the USD equivalent for that day. Enter the in-country amount and the daily conversion rate per Oanda on the TREK Expense Spreadsheet.

GEO is responsible for verifying that program expenditures are consistent with the final budget approved by the Provost. With the exception of unanticipated and necessary risk management expenditures, excess expenditures can only be reimbursed if money remains in the budget. Provost approval is required in such instances.

After GEO reviews the packet, they will send it on to the Provost’s Office, and after review, the Provost will send to the Budget Office.

Utilizing GEO’s Expense Spreadsheet

IMPORTANT: When you turn in the Program Expenses Worksheet, all amounts should be in USD. You will probably be utilizing an international currency. Therefore, when entering amounts into the worksheet you will need to handle cash payments and Purchasing Card purchases differently.

1. If you pay for something in cash, use the [currency converter](#) at Oanda.com to determine the USD equivalent for that day. Enter the USD amount on the worksheet. Remember to number the receipt!

Categories include:

- **Per Diem** – This category should be used for the FD and PA’s meals to be covered by per diem. Please indicate which leader the meal was for or, if for both, in the description. Receipts that cover both leader’s meals will be split in half. Remember, alcoholic beverages cannot be reimbursed.
- **Group Reflection Dinners** – Reflection dinners are designated separately and designed to be part of the learning process
- **Program Activity** – This category includes activities build into the budget as instructional (theatre production, industry tour) as well as cultural activities (city bus tour, castle tour, high tea, swim in historic thermal baths, etc.).
- **Ground Transport-** This category is for student or group transportation.

- **Risk Management** – Use this category for emergency expenditures not built into the budget. Note that program leaders really should not be using their own or program funds to purchase medicine or supplies for a student; the student is responsible for their own purchases (Tylenol, knee brace, etc.). The category could be used to cover a supply for the entire group that became necessary. A good example would be a Faculty Director purchasing N95 masks for the entire group at the beginning of the pandemic.
- **Group Accommodations** – This category is for student or group housing. Consider group housing, for example, to be hotel rooms for all on an overnight excursion away from the program’s base.
- **Guest Lectures, Honoraria** – Most likely these payments would be made in cash. Collect a receipt for such payments with the signature of the individual receiving the payment. Please tip in accordance with College rules - see guidelines above.
- **Airfare** – Program leaders’ airfare or group airfare if group traveling on a group flight.
- **Baggage** - Program leaders’ baggage charges.
- **Other** – When in doubt, use the “Other” category and provide a good description.

Purchasing Cards

After organizing receipts for GEO, the Faculty Director and Program Assistant also must reconcile their Purchasing Cards.

You will use a number to identify each expense on the TREK Expense Spreadsheet. That same number should be used throughout the reconciliation process.

Your commercial card statement will display expenditures in U.S. dollars and thus allow you to replace your entries on the TREK Expense Spreadsheet with the exact dollar amounts **and** to add the international transaction fee to the expense. **NOTE:** The transaction fee appears immediately **below** the expenditure.

Remember that receipts for purchases made on the Purchasing Card should be itemized. The timeline for purchasing card reconciliations will be extended for TREK programs, but should be completed at your earliest convenience.

Note: GEO will forward your Purchasing Card Packet to the Provost’s Office for their approval.



Dr. Morgan-Clement's TREK program to Thailand engaged students deeply with the lives and experiences of both Thai women and Asian American immigrant women and the social factors impacting their lives and welfare.

PHASE FIVE: RECRUITING AND ACCEPTING STUDENTS



Who can Participate on a TREK?

Wooster TREK programs are developed primarily for Wooster students, and the Provost must approve requests to include other individuals. For example, the Faculty Director may wish to recruit students from other select institutions to increase participation and increase affordability. Or the Faculty Director might request that a subject matter expert, alumni, or community member be allowed to enroll and/or participate. These requests must be included in the program proposal.

The Program Fee for non-Wooster student participants may be higher than the fee for Wooster students as donor funds may not be utilized to support the participation of non-Wooster students on a TREK.

Alumni or others who connect up with the Faculty Director should do so during free time and on a limited basis since the Director's focus should be on students enrolled for the educational experience.

Dependent Children or Accompanying Family Members

Family members and friends are not allowed to accompany program leaders. This includes dependent and adult children, spouses, partners, and friends. The reason for this policy is that program leaders **must** be available to their students 24/7 for the duration of the TREK program to promote student health and safety, to offer broad support, and to assist in solving challenges that arise.

This restriction protects both the College and Program Leaders from liability that could arise if leaders were unavailable to students because they were tending to the needs of family members or friends. This policy also protects the faculty member by ensuring clarity that program funds are utilized only for program leaders and student participants.

Faculty violating this policy will be unable to lead TREKs in the future.

Marketing and Recruitment

Promotion and recruitment are essential to garner applicants for a TREK program, and recruitment is one of the primary responsibilities of the Faculty Director. GEO will collaborate with the Faculty Director on promotional materials and strategies, but posters and website updates are no substitute for one-on-one faculty to student contact.

Information Sessions

Faculty should plan to host several information sessions for students interested in the program. Students will want to know:

- The program's academic content and requirements.
- The connections between destination and course content.
- On-site conditions.
- The graduate or departmental requirements that the course(s) fulfills.
- A tentative schedule including cultural experiences, fun and exciting activities, and must-see iconic monuments (the Eiffel Tower, the Great Wall, the Taj Mahal, and so on).
- Criteria for acceptance.
- Your enthusiasm for the program!
- The application deadline and how to start an application.

GEO EXPO (Study Abroad Fair)

The GEO EXPO is held one day each fall semester from approximately 10:00 a.m. – 1:30 p.m. It is an excellent opportunity for Faculty Directors and Program Assistants to table and recruit students.

TREK Application and Required Materials

GEO will create a “brochure” and application for each TREK program that is accessed through the GEO Compass program database (geo.wooster.edu) The application can easily be found by searching for TREK programs.

The pre-decision components of the application include:

- GEO Application Short-Essay Questions
- Acknowledgement of Risks and Release of Liability
- Acknowledgment of Legal Obligations when Studying Off-Campus
- Pre-Acceptance Disciplinary Review
- GEO Standards of Conduct
- FERPA Confidentiality Release Agreement
- HIPAA Medical Authorization
- TREK Payment and Refund Policies
- Emergency Contact Information

Students complete these additional components once selected:

- Non-refundable Program Deposit of \$500 - Students must submit to GEO by March 1 for summer TREKs.
- GEO Standards of Conduct when Studying Off-Campus
- Acknowledgement of Financial Obligations
- Legal Obligations
- Personal Health Assessments Part 1 and 2
- Cell Phone Policy & Emergency Communication Guidelines
- Permission to Use Image

TREK Application - Short Essay Questions

Although students must complete standard forms and waivers, Faculty Directors can customize the GEO Application Short-Essay Questions.

GEO’s standard personal statements are:

- Why are you applying to this particular program?
- Describe your personal and academic goals for your time abroad.
- Traveling as a group can present its own unique set of challenges. How can you positively impact the group as you travel?
- Part of traveling abroad means being adaptable and dealing with the unexpected. Please describe a time when you have had to adapt and deal with the unexpected.

- Name one cross-cultural experience you have had and how it has impacted you.

Student Selection Criteria and Timeline

Each Faculty Director shall establish selection criteria for their own program and describe those criteria in application materials created by GEO. GEO will screen all applicants for general study away eligibility (minimal GPA of 2.75 and good academic and conduct standing not including probation) before sending their applications to the Faculty Director.

Applications for all TREKs are processed on a rolling basis as applications are completed, with a waiting list established once the program has reached capacity. This process helps to maintain student interest in the program.

Note: It is essential to set clear eligibility requirements in order to select a group of students who will succeed on an international program, form a supportive unit that is solid both academically and socially, and contribute to a successful academic and cultural learning experience for all. Requirements are established during the proposal process and should be adhered to in order to be fair and transparent.

Note: GEO's standard GPA requirement is a minimum of 2.75 cumulative GPA at time of application although students who do not meet this requirement may petition to join the program.

The Faculty Director will be able to log into the GEO Compass application system and monitor complete and submitted applications. GEO does submit all applicant names to the Conduct Office to ensure that conduct issues can be addressed before student selection.

The Faculty Director is responsible for selecting students, and GEO encourages Faculty Directors to interview applicants as part of the selection process. The Faculty Directors and/or GEO will notify successful applicants of their approval to participate on the TREK program as soon as decisions have been made. GEO will also contact those students who were not selected. If desired, a waitlist can be established.

GEO then will deploy the post-decision components of the GEO application. These components include:

- Program Deposit of \$500 – must be submitted by March 1
- GEO Standards of Conduct when Studying Off-Campus
- Acknowledgement of Financial Obligations
- Legal Obligations
- Personal Health Assessments Part 1 and 2

- Cell Phone Policy & Emergency Communication Guidelines
- Permission to Use Image
- Passport Information (can complete once obtained)
- Flight Itinerary (can complete once ticket is purchased)

GEO will send all TREK rosters to the Financial Aid Office after the Feb. 1st deadline so that awards can be determined with an understanding of final participation numbers. Late applicants will only be awarded scholarships if monies remain.

All post-decision materials are due no later than 4 weeks after notification of acceptance, with the exception of flight itineraries.

Red Flags

Although most applicants will meet eligibility criteria, GEO and/or the Faculty Director may note “red flags” in an application. These red flags do not necessarily preclude a student’s acceptance into a program but can indicate that further discussion with the student is necessary before deciding on their participation. Examples of these indicators include, but are not limited to:

- Personal statements indicating that the primary motivation for studying off-campus is questionable (desire to escape current situation or person, desire to vacation or travel extensively, no interest in academic content, etc.)
- Faculty recommendations mentioning reservations or concerns (student’s maturity level, ability to work with others, inappropriate behavior, etc.).
- Students with concerning conduct issue(s) or repeat offenses that indicate student is unwilling or unable to make behavioral changes.
- Students demonstrating erratic or inappropriate behavior in their interactions with Faculty Director or GEO staff.

Faculty Directors should discuss any red flags with GEO so together they can determine the best course of action.

Pre-Departure Orientations

GEO conducts a general pre-departure orientation and requires Faculty Directors to conduct at least one mandatory pre-departure meeting. Faculty Directors are encouraged to schedule additional meetings to support academic and cultural preparation, as well as group cohesion.

GEO’s pre-departure orientation covers the following topics:

Health and Wellness

- Health and wellness travel tips
- GeoBlue health insurance coverage
- Exceptions to coverage - “high-risk activities”
- Vaccination and medication reminders
- Food and water safety, altitude sickness, etc.

Safety Abroad

- Smart Traveler Enrollment Program (STEP)
- Risk mitigation and safety tips
- Emergency instructions: Ten Steps to Respond to an Emergency
- Emergency communication protocols

Preparing for Travel

- Passports and visas
- Managing important documents abroad
- Money matters
- Packing: Carry-on luggage vs. checked luggage
- Navigating the airport (security, immigration, customs)

Behavior expectations and policies (Faculty Director may wish to cover as well)

- Culture shock and mitigation techniques
- Due process, implications for policy violations

Typically, the Faculty Director will cover the following orientation topics:

Academics and Itinerary

- Learning objectives
- Course syllabi, assignments, and evaluation methods
- Recommended/required readings and/or pre-travel work
- Daily schedules, group meetings/meals, free time
- Appropriate dress for culture, climate, and planned activities
- Program-specific Code of Conduct as deemed necessary by the Faculty Director
- Student responsibilities and behavioral expectations

Country Specific Information

- Topics such as language, customs, history, and current events
- Religious and societal values
- Race and ethnicity and other identity issues
- Identity shifts while abroad (going from majority to minority, etc.)

- Country or region attitudes toward women, persons of color, LGBTQIA persons, and so on
- Transportation dos and don'ts

On-Site Emergency Plans

- Meeting places and communication protocols
- Neighborhoods or sites to be avoided
- Buddy systems as deemed necessary by the Faculty Director
- WhatsApp and/or Phone numbers exchanged



The COVID-19 pandemic didn't faze Dr. Amyaz Moledina; he quickly went remote with his "Global Social Entrepreneurship 2020" TREK to enable students to still experience interning and consulting with a social enterprise in another country, in this case India.

SECTION SIX: ON-SITE PROGRAM MANAGEMENT



Faculty Director and Program Assistant Conduct

College of Wooster faculty and staff are responsible for assuring the highest ethical and professional standards and behavior when working with students.

Supervision of the Group On-Site

The Faculty Director should fulfill the following duties on-site:

- Provide on-site orientation to introduce the host site and culture (this may be done in conjunction with your program provider)
- Continue to communicate academic and behavior expectations clearly
- Monitor the health and general welfare of all participants
- Contact GEO within 24 hours after arrival to confirm group's arrival
- Take charge of any emergency(s) and notify GEO as soon as possible
- Document incidence response by completing incident report form and sending it to GEO
- Serve as a liaison between students and any individuals or entities providing program services

- Monitor contracted services and, if problems arise, contact GEO immediately so issues/discrepancies can be resolved quickly.

Expectations of Students and Families

It is important to keep in mind that students (and their parents) will have the expectation that:

- Students are participating in a venture that is free from *predictable* harm;
- Students are being informed of reasonable precautions by the Faculty Director and College, both prior to departure and during the course of a program;
- Students will receive the necessary support and guidance should an unexpected medical condition or potentially threatening situation arise.

Reasonable care is the basic standard against which the operation of any off-campus program may be judged. It is above all the intentional exercise of good judgment and common sense on the part of the institution and the faculty/staff leaders during the planning and implementation of the course. The effective exercise of this reasonable care standard will help create a successful and safe program.

Program Leaders must be prepared to serve as a resource to students who may require medical care or who express concerns about their safety or security, seeking the assistance of qualified experts as soon as possible.

Reasonable care dictates that the Faculty Director is as informed as possible about current conditions in their destination area(s) and communicates this information to the Program Assistant and all students. Faculty must be informed of the College's policies governing student behavior (Scot's Key) as well as their obligation to uphold the College's Title IX responsibilities (see below).

Here are a few tips:

- Be prepared for the unexpected.
- Each Program Leader should formulate a plan as to how to respond to a variety of medical or security problems.
- Course leaders should remember to take care of their physical and emotional health in the event of an emergency. It is easy to get caught up in taking care of everyone else and forget about one's own well-being.



Culture Shock

Most students will experience a degree of culture shock or reaction to being away from family, friends, and support networks. The indicators of culture shock or unfamiliarity vary from person to person, but indicators include:

- Feelings of helplessness, uncontrolled crying
- Loneliness or alienation
- Depression, sleeping more than usual
- Getting angry easily or a decline in flexibility
- Constant stereotyping of host culture
- Increase of physical ailments
- Not eating or eating problems
- Inability to concentrate, disinterest in daily activities

Encourage students to mitigate culture shock through recognition that culture shock is normal and can affect people at various times and in different ways. Mitigation techniques include reflection, group discussion, journaling, paying attention to healthy diet and sleep patterns, limiting time on social media, or reaching out to friends and family.

Disciplinary Problems and Due Process

The Faculty Director should reinforce behavioral expectations when the group arrives in-country and as often as necessary. Clear expectations and immediate attention to infractions will reinforce student responsibilities and accountability.

In the case of any disciplinary issue, the Faculty Director should complete an incident report form and notify GEO in a timely fashion. If necessary, GEO and the Office of Student Rights and Responsibilities will help to coordinate due process and mediation. Although every situation will be different, it is helpful to think of due process in this way:

1. Students informed of expected standards of behavior prior to infraction
2. Student given notice of alleged violation(s) and allowed to respond
3. If student deemed responsible, response protocols are:

- a. First-time violation or minor violation – Verbal warning
- b. Repeat violation or first-time serious violation – Behavior contract is provided to document violation(s) and consequences and student required to sign contract to charge(s) and willingness to change behavior

Note: If a student refuses to sign the contract, the faculty member and adult witness can make note of date/time/place of refusal and sign themselves.)

- c. Repeat violation or serious violation – Dismissal from program is deemed appropriate. Student provided with transportation to nearest transportation hub (airport, rail station, bus station)

Note: It is critical that any decision to dismiss a student be made in consultation with GEO and pertinent campus contacts. It is also critical that the behavioral infraction(s) and response be carefully documented to protect both the faculty member and the College.

If dismissed, a student would not receive credit for the course and would not be refunded tuition or program fees. The student also would be responsible for the cost of returning home. The student would not be allowed to continue to participate in program activities or to stay in program housing longer than one night after the sanction is put into place. The Faculty Director should arrange for transportation to take the student to the nearest airport or train station. If the student lacks the financial resources to pay to change their air ticket the Faculty Director could use program resources to cover the costs; costs could be billed to the student's Wooster account.

Sexual Assault and Title IX Compliance

All faculty, staff, and students are expected to adhere to the Title IX policy whether at home or abroad. Title IX and its implementing regulation, at 34 C.F.R. § 106.31 (a), provide that no person on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the university. Sexual harassment is a form of sex discrimination prohibited by Title IX. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including rape, sexual assault, sexual battery, and sexual coercion or other sexual misconduct.

Sexual harassment of a student can deny or limit, on the basis of sex, the student's ability to participate or receive benefits, services, or opportunities in the school's program. Any student,

faculty, or staff member with questions or concerns about sex discrimination or sexual harassment or who believes that he or she has been the victim of sex discrimination or sexual harassment may contact the Title IX Coordinator for assistance. The Title IX Coordinator is available to discuss options, explain college policies and procedures, and provide education on relevant issues.

Should an act of sexual harassment or violence occur during a TREK program, the Faculty Director or Program Assistant is required to report via the College of Wooster's online reporting form. This form can be accessed at:

https://cm.maxient.com/reportingform.php?CollegeofWooster&layout_id=20

Program Leaders will also have to deal with on-site realities:

- Should the incident be reported to local authorities?
- Does the student want or need counseling?
- What steps can the Faculty Director take to prevent the situation from occurring again?

These are complicated issues, and the Faculty Director should address the situation relying on advice from the campus Title IX coordinator and in conjunction with GEO.

As a rule of thumb, however, if the alleged perpetrator is a person providing services to the group (bus driver, interpreter, tour guide, host family member, etc.), then the Faculty Director must remove the person from that role and prevent them from having any further contact with the group.

Clery Act

The federal law, Jeanne Clery Disclosure of Campus Security Policy, An and Campus Crime Statistics Act, requires colleges and universities to report crimes that occur on or around the campus. Some locations abroad where College of Wooster students reside are considered "campus" locations for purposes of the Clery Act. To facilitate compliance, the Faculty Director needs to disclose to GEO accommodation information and dates of arrival(s) and departure(s). Faculty Directors are required to report incidents, emergencies, near-misses, threats, etc., to GEO and appropriate authorities.



The “Entrepreneurship in Hungary” TREK Program, organized by Dr. Peter Abramo, took students to the University of Pécs in southern Hungary to collaborate with local entrepreneurs on marketing, product development, data analysis, and research projects related to their companies.

SECTION SEVEN: RESPONDING TO EMERGENCIES



An Emphasis on Risk Mitigation

One of the most important components of any emergency response plan is an emphasis on risk mitigation and crisis prevention. The best way to mitigate risk is to proactively establish effective risk mitigation policies and procedures.

The APEX Crisis Ready Plan provides a framework for contingency planning and outlines the communication network to be used in an emergency. In the event of a crisis or emergency team members will be mobilized to research, assess, and respond to a crisis or emergency. A list of APEX Crisis Ready Team members and contact information is included in the Appendix.

All Faculty Directors and Program Assistants are **required** to review the plan and attend GEO’s risk management workshop(s) before departure. It is the responsibility of the Faculty Director and Program Assistant to follow the procedures outlined in the APEX Crisis Ready Plan and to inform students about emergency response procedures upon arrival in each location on the itinerary.

Note: It is great to have access to the plan in multiple formats: paper, electronically, thumb drive, the cloud, etc. Because communication channels may fail during some emergencies, leaders should always carry a paper copy.

GEO created the plan based on the *Standards of Good Practice for Education Abroad* produced by the Forum on Education Abroad (www.forumea.org) and NAFSA's *Responsible Study Abroad: Good Practices for Health and Safety* (www.nafsa.org).

What is an Emergency?

An emergency is a situation that poses an immediate risk to health, life, property, or environment. Most emergencies require urgent intervention to prevent a worsening of the situation. In some situations, mitigation may not be possible, and agencies may only be able to offer care in the aftermath.

Program leadership may face with more *perceived emergencies* than actual emergencies. Perceived emergencies result from events that are not immediately threatening to the health, safety, or security of an individual or the group. Even perceived emergencies, however, must be managed and resolved.

Faculty and staff must be prepared to err on the side of caution when responding to any report of an emergency that could affect the safety of College of Wooster program participants. The Crisis Ready Team stands ready to assist in determining the appropriate course of action. In seeking solutions, all parties may be called upon to gather appropriate information useful to the decision-making process from a wide range of resources. It is important to understand that money is not at consideration when participants are in imminent danger.

Response Categories and Activation Guidelines

Crises unfold and develop. A situation that initially seems benign can evolve into something serious, or a situation that initially appears serious can resolve itself without creating havoc. A competent risk manager understands that one must continuously assess the level of severity and the impact to their participants or organization.

Responders are encouraged to estimate the level of an emergency in terms of the following four (4) classifications.

LEVEL 1 – ACTS OF INCONVENIENCE



Level 1 Incidents:

Flight Delay, Flight Cancellation, Lack of Funds, Loss of Passport, Loss of Luggage, Missed Flight, Medical – Minor Illness.

Level 1 Response:

Initial response and recovery can be resolved with existing college resources and limited outside assistance. A Level 1 situation does not have a lasting or significant impact on the normal operations of the trip or the group.

Level 1 Activation Guidelines:

These events or situations, while part of Crisis Ready Plan, do not require activation of the ACR Team but program leadership is expected to report them to one of the individuals below – preferably in the following order:

1. Director of Global Engagement Office

Candace Chenoweth cchenoweth@wooster.edu
Office: 330-263-2074 Cell: 208-301-4046

2. Associate Director of Global Engagement Office

Ebed Sulbaran esulbaran@wooster.edu
Office: 330-263-2227 Cell: 330-842-8813

3. Dean of APEX

Jenni Griffin jgriffin@wooster.edu
Office: 330-263-2615 Cell: 330-519-7137

LEVEL 2 – MINOR EMERGENCIES



Level 2 Incidents:

Acts of Intolerance – No Physical Harm, Assaults– No Physical Harm, Petty Crime, Fire – Contained, Medical – Single Victim, Injury - Program Leader.

Level 2 Response:

Initial response and recovery can be resolved with existing College resources and limited outside assistance from non-college resources.

Level 2 Activation Guidelines:

A Level 2 emergency does not have an immediate and significant impact on the normal operations of the trip or the group. These events or situations, while part of the Crisis Ready Plan, do not require activation of the ACR Team, but program leadership is expected to report them to one of the individuals below – preferably in the following order:

1. Director of Global Engagement Office

Candace Chenoweth cchenoweth@wooster.edu
Office: 330-263-2074 Cell: 208-301-4046

2. Associate Director of Global Engagement Office

Ebed Sulbaran esulbaran@wooster.edu
Office: 330-263-2227 Cell: 330-842-8813

3. Dean of APEX

Jenni Griffin jgriffin@wooster.edu
Office: 330-263-2615 Cell: 330-519-7137

As deemed appropriate, the APEX contact is responsible for reporting Level 2 incidences to College Administrators including: President, Provost, Vice President of Student Affairs & Dean of Students, and the Chief Communications and Marketing Officer.

LEVEL 3 – SERIOUS EMERGENCIES



Level 3 Incidents:

Aggravated Assaults, Sexual Assaults, Car Accidents, Bomb Threat, Civil Unrest, Fire – Serious Damage, Weather Related Disaster, Medical Needs Requiring Hospitalization or Emergency Transport, Missing Person, Power Outage – Extended, Situation Requiring Legal Counsel, Arrest, Suicide Ideation, Threats, and/or Attempts.

Level 3 Response:

A Level 3 emergency will impact one or more of the trip participants or the entire group and usually will require non-college resources.

Level 3 Activation Guidelines:

These events or situations may require the ACR PLAN Team – or members of the team – to convene, and program leadership must report them to one of the individuals below – preferably in the following order:

1. Director of Global Engagement Office

Candace Chenoweth cchenoweth@wooster.edu
Office: 330-263-2074 Cell: 208-301-4046

2. Associate Director of Global Engagement Office

Ebed Sulbaran esulbaran@wooster.edu
Office: 330-263-2227 Cell: 330-842-8813

3. Dean of APEX

Jenni Griffin jgriffin@wooster.edu
Office: 330-263-2615 Cell: 330-519-7137

A Level 3 incident typically will require the ACR PLAN Team to convene. At the very least, the APEX contact is responsible for reporting Level 3 incidences to Campus Administrators (as listed for level 2) and for convening the APEX Crisis Ready Plan team members, as appropriate.

LEVEL 4 – Crisis Situation



Level 4 Incidences:

Armed Intruder, Hostage Situation, Suicide Attempt, Acts of Terrorism directly affecting College of Wooster program participants, Program Delay – Significant, Any Situation requiring Program Evacuation, Death of Participant or Program Leader.

Level 4 Response:

Level 4 Incidences have an immediate and significant impact on all trip participants and will require outside resources. They may include casualties and significant property loss.

Level 4 Activation Guidelines:

These events or situations require the ACR PLAN Team to convene and **MUST immediately** be reported to one of the individuals below – preferably in the following order:

1. Director of Global Engagement Office

Candace Chenoweth cchenoweth@wooster.edu
Office: 330-263-2074 Cell: 208-301-4046

2. Associate Director of Global Engagement Office

Ebed Sulbaran esulbaran@wooster.edu
Office: 330-263-2227 Cell: 330-842-8813

3. Dean of APEX

Jenni Griffin jgriffin@wooster.edu
Office: 330-263-2615 Cell: 330-519-7137

A Level 4 incident typically will require the ACR PLAN Team to convene immediately.

Program Leader Guidelines: Ten Steps in Response to An Emergency



Strong leaders gather information quickly, evaluate resources and options critically, make decisions expeditiously, and direct the activities of others for the good of all. Leadership can be developed by practicing these actions. Each incident is unique and must be responded to in a unique manner. That said, the following 10 Steps will provide guidance in most circumstances.

1. Assume Leadership

2. Locate All Participants

Students may be able to quickly assist using social media.

3. Seek Safe Shelter

Everyone's safety is your first concern.

4. Triage

Assess physical and emotional needs of participants.

5. Seek Medical Attention if Necessary

Arrange for medical or counseling treatment and transport if needed.

6. Inform the College of Wooster

To the extent possible follow communication protocols establish in the Crisis Ready Plan. This means calling the director or associate director via their office or cell phone. After hours program leadership or students can contact Campus Safety who in turn will contact GEO in order that GEO can respond immediately.

7. Gather Information & Begin to Document

Gather information from the widest possible range of resources.

8. Determine Plan and Establish Roles

Everyone will have ideas of what you should do. To the extent possible, utilize real-time information to make data-driven decisions that consider the needs of all participants.

9. Communicate with Participants

Communicate calmly and frequently with all participants. Stress importance of following local/state/national directives, as well as the protocols determined by program leadership. Shut down all social media except that which is useful to gathering information.

10. Repeat all 10 Steps

Provide information but also listen and respond to group's concerns.

Additional Responses for Level 3 & 4 Emergencies

Contact the U.S. Embassy/Consulate. If the situation warrants, work with GEO to develop a written exit strategy and timeline. If contacted by the media, DO NOT give the names of any participants. Refer all media to the Chief Communications and Marketing Officer.

Incident-Specific Emergency Protocols

While there are an infinite number of emergencies that could befall a program, the APEX Crisis Ready Plan outlines responses for some types of incidences.

- Losing a Passport or Debit/Credit Card
- A Mental Health Issue Abroad or Off Campus
- Missing Program Participant
- Arrest of a Program Participant
- Crime Committed Against a Program Participant
- Sexual Assault of a Program Participant
- Serious Injury or Illness (Student)
- Serious Injury or Illness (Leader)
- Serious Infectious Disease or Epidemic In-Country
- Death of a Program Participant
- Death of a Program Participant's Family Member

It is GEO's hope that reviewing these response protocols will assist program leadership with developing and implementing responses to other sorts of emergencies.

See one example of an incident-specific protocol in the Appendix: "Responding to a Serious Injury or Illness (Leader)."

Site-Specific Emergency Protocols

Program leadership for developing and communicating local emergency protocols with the entire group upon arrival to each new location.

The site-specific plan should:

- Discuss potential crises that could occur in this site/area
- Designate a primary and secondary meeting place should disaster strike
- Designate alternative methods of communication if a physical meeting does not or cannot take place
- Emphasize a check in with GEO or The College of Wooster
- Designate a student leader (in the event program leaders are incapacitated or unavailable)
- Define response roles

Documenting Emergency Responses: The Incident Report Form

Program leadership should utilize the Incident Report Form found in the Appendix so that accurate information is recorded as the situation unfolds. These forms should be submitted to GEO as quickly as possible.



SECTION EIGHT: WRAPPING UP YOUR PROGRAM



Reconciliation of Program Expenses

The College of Wooster requires complete financial reporting for all expenses incurred for the TREK program. Faculty Directors and Program Assistants are required to submit a complete TREK Program Expense Reconciliation packet for expenses incurred to GEO within 30 days of your program's end date. Detailed guidelines are outlined in Section 4 "Financial Matters" and in the "Business Practices for TREK Programs" document in the Appendix.

Credits and Grades

Faculty Directors are required to submit the course grades to the Registrar within **2 weeks** of the program's conclusion.

Program Evaluation

Faculty Directors will ask students to evaluate the academic portion of the course by using the appropriate institutional or departmental forms. Students will also complete a questionnaire about the organizational and logistical aspects of the course. In addition, GEO will convene a meeting with the Faculty Director and Program Assistant to debrief the program in detail.

Re-Entry Sessions for Students

Faculty Directors are encouraged to invite their students to come together during the follow semester to share memories and outcomes. GEO will invite all TREK students to re-entry sessions at the beginning of each semester. These sessions provide opportunities for reflection, tips for dealing with re-entry shock, advice on incorporating the GEO experience into one's resume and discussing outcomes during an interview, and thoughts on continuing to learn and grow from the experience.



Members of the "Presidential Election 2016" course at the Republican National Convention: Monet Davis, Jack Mueller, Kiley Kinnard, Anthony Malky, Hannah Buzolits, Eduardo Munoz (photo courtesy of Eduardo Munoz)

APPENDIX



The following resources are included in the appendix:

- GEO TREK Proposal
- Proposal for Experiential Learning (EL) Designation: Credit-bearing Course
- Eight Principles of Good Practice for All Experiential Learning Activities (National Society for Experiential Education)
- Integrative Learning VALUE Rubric (Association of American Colleges and Universities)
- Business Policies for TREK Programs
- Incident Report Form
- Incident Specific Plan: Responding to a Serious Injury or Illness (Leader)
- APEX Crisis Ready Team Contact Information



Global Engagement Office TREK Proposal Template

TREK: Think, (R)e Search, Engage, Know



This proposal must be completed in its entirety and submitted to the Global Engagement Office along with the following documents:

- Course syllabus
- Tentative detailed daily itinerary
- Program leader's bios

Take as much room as you need to answer each question. When multiple replies are needed to a single question, feel free to copy and paste questions in order to include multiple responses. Please do not leave any questions blank; if a question doesn't pertain to your program, respond "no" or "N/A" (not applicable).

In addition to the course syllabus, the information provided here will be utilized to assess the proposed program from academic, logistical, and budgetary frameworks. If the proposal is approved, much of the information will be incorporated into your on-line "brochure" and application and to describe the program on recruitment materials. It will also inform our discussion of relevant health and safety risks and planned mitigation of those risks. The importance of completing the proposal accurately and thoroughly cannot be overstated.

If you have any questions, please feel free to contact Candace Chenoweth at x2074 or cchenoweth.wooster.edu

We look forward to working with you!



Global Engagement Office
TREK Proposal Template

TREK: Think, (Re) Search, Engage, Know



Program Title:

Faculty Director:

Faculty Co-Leader or Staff Assistant:

Location:

Anticipated Dates:

Duration:

Course Number:

Number of Course Credits:

General Education Designation(s) Requested:

Sponsoring Department:

A. ACADEMIC LEARNING OUTCOMES (attach syllabus)

1. What are the proposed program's goals, objectives, and student learning outcomes?
2. How do the program's learning outcomes support college and/or department strategies for off campus studies?
3. How does the program address The College of Wooster's Graduate Qualities?
<https://www.wooster.edu/about/mission/qualities/>
4. What instructional models will be utilized to deliver content?

5. Are there plans to incorporate foreign language coursework into the program, if applicable?
6. What are the required prerequisites and student qualifications for participation in the program? Preferred requirements?
7. In selecting students, will priority be given to majors/minors in the academic department(s)?
8. How will student learning be assessed?

B. PROGRAM LEADERSHIP

1. Who will serve as the lead faculty? If two faculty will co-lead, please list both faculty members.
2. What is/are the program leader(s)' prior experience in the host country/region and, if the official language is not English, level of foreign language proficiency?
3. If program leaders have little or no applicable foreign language ability, how will this barrier be overcome? Program leaders should understand that, especially for short-term programs, the entire experience in the host culture forms the class.
4. Please attach program leader(s) bio.

C. PROGRAM SUSTAINABILITY

1. **Participation estimate:** What is your best substantiated estimate of student enrollment initially and in subsequent years?
2. **Enrollment targets:** The Global Engagement Office will assist you in developing the program budget. Many factors can affect program cost, such as number and location of excursions, type of accommodations, number of program leaders. A minimum enrollment will be needed to cover costs and maintain affordability. As your program is described in this document, what is your estimate of minimum and maximum student participation numbers?
3. **Recruitment responsibilities:** Faculty - not GEO - must assume primary responsibility for recruiting students. This is done through holding information

sessions, making announcements in department and student courses/meetings, reaching out to departmental majors and minors, and so on. What is your recruitment plan (list enrollment in targeted majors, plans for program promotion, etc.)?

4. **Information Sessions:** Provide tentative dates and times for information sessions to be held. Info sessions will be advertised on the GEO website and poster for your program.
5. **Capacity:** Once the program is up and running, could its capacity be expanded to include additional fields of study? (optional)

D. PROPOSED LOCATION AND SITE(S)

1. How are the location and selected sites appropriate for the focus of the program?
2. Will there be aspects to the site(s) that may be challenging for program participants? These might include weather conditions, modes of transportation, insects, and so on. If so, please describe thoroughly.
3. Please describe the program's physical requirements. Where would you rate the program's physical requirements on a scale of "regular", "strenuous" or "very strenuous"?
4. What if anything should students do to prepare for the challenges listed above and physical requirements?
5. How is the proposed length of the program conducive to achieving the stated learning outcomes?

E. PROGRAM LOGISTICS

1. **Program Duration:** How is the proposed length of the program conducive to achieving the stated learning outcomes?
2. **Travel Time:** Are the number of proposed sites to visit, their geographical proximity to each other and the time spent travelling between them conducive to achieving the stated learning outcomes?

3. **Student Accommodations:** In what types of accommodations will students stay? These might include hotels, hostels, residence halls, Air BnBs, homestays, tents, and so on.

Note: Additional health and safety considerations exist when placing students in homestays.

4. **Program Leadership Accommodations:** What types of accommodations will program leaders utilize? What will be the proximity of leaders' and students' accommodations?
5. **Meals:** What specific types of meal arrangements will be made for breakfasts, lunches, and dinners?

Note: If students will be responsible for grocery shopping and making some of their meals themselves, what is the availability and accessibility of shops for groceries and incidentals?

6. **Reflection Meals:** Faculty are encouraged to include a number of reflection meals in their itinerary that can be used as opportunities to discuss learning goals, encourage reflection, answer questions, and gain a sense of how students are doing. The costs of these meals will be built into the budget. How many reflection meals do you foresee having? 1x/week 2x/week, etc.
7. **Program Transportation:** What modes of transportation do you anticipate using during the program? These may include public transportation (bus, rail, metro), licensed coach buses, walking/hiking, bicycling, and so on. Please list all to be utilized.

Note: The College of Wooster strongly advises against faculty member's operating motorized vehicles abroad and prohibits faculty from driving students themselves except in the case of an emergency. If you anticipate the need to do so, please consult with the Global Engagement Office.

8. **Public Transportation:** What is the availability of public transportation? What modes of transportation do you foresee students using during their free time?

Note: The College of Wooster prohibits students from renting and driving any type of motorized vehicles (cars, motorcycles, mopeds, etc.)

9. **Accessibility:** What is the level of accessibility, support, and/or services for students with mobility impairments?
10. **Academic Facilities:** Will the students need to have computer labs or other labs available to them? Internet capabilities? Library access? If so, please explain how these facilities will be accessed.

F. ON-SITE LOGISTICAL SUPPORT

1. Do you plan to contract with any tour operators, guides, and/or transportation companies throughout the course of your program. YES NO

If so, please list each service provider and what services you intend to have them provide below. Copy and paste for each additional service provider.

Name of Company:

Name of Provider:

Complete Contact Information:

Services that Provide will provide or arrange:

- Providing on-site arrival transportation to accommodations
- Providing On-site orientation
- Providing Ground Transportation
- Arranging safe and affordable accommodations
- Making Meal Arrangements
- Emergency assistance
- Organizing excursions
- Organizing cultural events
- Arranging guest lecturers
- Other: describe:

G. CULTURAL LEARNING, ENGAGEMENT, AND SENSITIVITY

1. **Pre-departure activities:** How many and what types of activities pre-departure will be offered to help students learn about the host culture (readings, film viewings, language practice, etc.)?
2. **Pre-departure information:** What types of information will be disseminated at pre-departure orientation(s)?
3. **Pre-departure orientation:** What are the plans for offering effective orientation to students so that they are aware of applicable host and home country ethical and legal practices, and so that they understand the host society, in order to avoid actions that negatively impact that society or the image of the host country?
4. **On-site orientations:** Faculty are responsible for conducting a location-specific orientation in every overnight location to reinforce health and safety expectations, safety meet-up points, and any local considerations (pick-pockets, unsafe areas of town, etc.).
5. **Cultural activities:** What types of activities on-site to help students learn about the new culture (e.g., attendance at local event-s, fairs, festivals, visits to local museums, historical sites of interest, etc.)?
6. **Interaction with the locals:** What opportunities will be integrated into the program to help students interact with people from the host country (e.g., homestay accommodations, local students, guest lecturers, etc.)?
7. **Reflection exercises:** How will students be encouraged to reflect on their cross-cultural learning development (e.g., reflective essays, journals, debriefing sessions, etc.)?
8. **Cultural sensitivity:** How does the program demonstrate sensitivity to and respect for differences between local cultural norms and those of the home culture?
9. **Student development:** Will the program provide opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity, growth in cultural awareness, academic growth)? If so, please describe.
10. **Tourist impacts:** What will be the economic, social, and environmental impacts of the program on the local community? How will the program endeavor to

create a relationship that is mutually beneficial, and minimize any negative effects on the host society?

11. **Human impacts:** How does the program consider and respond to local environmental, economic, and cultural consequences of its presence (or disappearance) in the design and management of its activities?
12. **Post-program activities:** What post-program activities/events are planned to help students process their study abroad experience?

H. OTHER TYPES OF EXPERIENTIAL LEARNING

1. **Community engagement:** Does the proposed program offer experiential opportunities that will integrate students into the community or culture and complement the curriculum? If so, please describe. How many contact hours will be provided through these experiences?
2. **Volunteer engagement:** Does the proposed program offer volunteer opportunities that will integrate students into the community or culture and complement the curriculum? If so, please describe. How many contact hours will be provided through these experiences?
3. **Internship opportunities:** Does the proposed program offer internship opportunities that will integrate students into the community or culture and complement the curriculum? If so, please describe. How many contact hours will be provided through these experiences?
4. **Research opportunities:** Does the proposed program offer research opportunities that will integrate students into the research community and complement the curriculum? If so, please describe. How many contact hours will be provided through these experiences?
5. **Field supervision:** If offered for credit, do internships, community engagement, service learning and field research have appropriate academic and field supervision?
6. **Local contacts:** What are the nature and level of contacts already made (e.g., guest lectures, guided tours, company visits, etc.)? What are the credentials of host country faculty/speakers?

7. **Faculty research:** Does the program contribute to a program leader's and/or department's research agenda (optional)?

I. HEALTH, SAFETY, AND SECURITY CONSIDERATIONS

Risk management is a crucial component in our review of program proposals. All programs must follow appropriate safety and security policies. The proposal should demonstrate leaders' clear understanding of the risk environment. Please review the following resources to understand the risk environment of each country and city in the itinerary:

- [U.S. State Department Travel Information](#)



Note: If the program itinerary includes a country under a current U.S. State Department Travel Warning Level 3 or 4, additional review requirements apply.

- [Center for Disease Control and Prevention](#)
- [World Health Organization](#)

1. **Risk Identification:** Upon review of this information and after consulting with on-site colleagues or contacts about risks, identify the risks inherent to your program for the following categories. Check all that apply.

U.S. State Department Categories

- Civil Unrest (U)
- Crime (C)
- Detention (D)
- Health (H)
- Kidnapping (K)
- Other (O)
- Terrorism (T)

Other Categories (often describe in State Department text descriptions):

- Road Safety
 - Country-specific transportation, pedestrian, and public travel considerations
 - Foreseeable natural disasters relevant to that location.
 - Environmental (smog, pollen, nonportable water, etc.)
2. **Risk Mitigation:** For *each* identified risk, thoroughly identify the steps to be taken to mitigate these risks through such things as program design, education or orientation, scheduling, security procedures or planning.
 3. **Medical Care:** The program leadership is aware that there may be health issues that will arise during the program and is well prepared to manage student, faculty, and staff health issues.

GEO will purchase comprehensive health insurance for all travelers (cost included in program budget). Research and list the proximity of medical facilities (clinic, ER/hospital) from each of your overnight stays. Cut and paste for *each* additional location. TeleMed services will be available to treat minor illness or mental health care needs although, if severe, those could require on-the-ground care, too.

Note: Additionally, once the program is scheduled, program leaders can research high-quality hospitals or clinics in each travel location through [GeoBlue's Destination Dashboard](#) (log in required). If the location is secluded, also ask

GeoBlue about medivac plans and resources. Include availability of mental health resources as well as services for victims of sexual assault. GEO Blue's International Health and Safety Analyst can assist with getting this data.

Location:

Name of Clinic:

Phone Number:

Distance from Accommodations:

Name of Hospital:

Phone Number:

Distance from Accommodations:

4. **Emergency action plans:** GEO maintains the APEX Crisis-Ready Plan and will review it thoroughly prior to program departure. Program leaders are expected to understand and follow the plan in the event of student mishaps, minor emergencies, and more critical events such as civil unrest, terrorism, or natural disaster.

Even in countries that have a low level of risk, terrible things can happen. Please take a moment to consider the emergency action plans that would best support your program. Emergency action plans would include consolidation points, shelter in place and evacuation methods.

GEO's health insurance provider also works with a global risk management team that would be called upon to assist with a medical evacuation or emergency evacuation of participants.

Do not always depend upon the US Embassy for a safe haven or evacuation location because if you are evacuating, chances are they are too. **All participants with a U.S. passport should register themselves in the U.S. State Departments Safe Traveler Program (STEP) to receive notifications and instructions from the State Department should adverse situations of any type arise. See: <https://step.state.gov/>**

5. **Local resources:** List below contact information at *each* location to assist with emergencies and health and safety issues, including the police and U.S. overseas representatives. Cut and paste for each additional overnight location.

Embassy and consulates can be found on the State Department's website. 911 information can be found online via Wikipedia's [Emergency telephone number](#) page.

Location:

Nearest U.S. embassy or Consulate:

Phone Number:

Distance from Accommodations:

Nearest Police Station:

Phone Number:

Distance from Accommodations:

Emergency Phone Numbers:

Police

Fire

Ambulance

J. PROGRAM ADMINISTRATION

1. Do you wish to require a faculty recommendation for application?
2. Do you wish to require a specific essay question in the application?
3. Who will review student applications?
4. Will an interview be required?
5. How will on-site disciplinary issues be managed?

K. PLEASE FEEL FREE TO PROVIDE ANY ADDITIONAL INFORMATION THAT YOU BELIEVE IS RELEVANT

**Please remember to provide your syllabus, bios for program
leaders, and a tentative daily itinerary.**



Business Practices for TREK Programs

November 2023



TREK programs are funded exclusively with student tuition, a student program fee, and scholarship and/or endowment funds, and specific guidelines are in place for the stewardship of those funds. Below is a detailed description of updated policies that are consistent with other campus policies and approved by Academic Affairs and the Business Office. The Global Engagement Office will work with faculty to develop their TREK budget.

The Provost must approve both a preliminary budget (during the course approval process) and a final budget (calculated after participation numbers and expenses are set). The program fee advertised to the students may be lowered, if possible, but should never be increased.

Financial Expectations of Faculty Directors (FD) and Program Assistants (PA)

- Each Faculty Director must work with the Global Engagement Office to develop a preliminary budget for their TREK. The Provost must approve this budget prior to student recruitment.
- Faculty Directors must work with study abroad providers approved by GEO for delivery of off-campus programs. The Provost, or designee, reviews, and signs contracts¹.
- Both the Faculty Director and Program Assistant must secure and activate a College of Wooster commercial (credit) card no later than 1 month prior to the TREK departure date.
- FD and PA may not make purchases for course-related expenses on their personal credit cards or use personal funds unless extenuating conditions make it necessary. Requests for reimbursement will not be processed without Provost approval.
- FD and PA may not make personal purchases on their University commercial card.
- FD and PA are responsible for the maintenance of the approved course budget.
- FD and PA must reimburse the College for all personal expenses.

TREK Budgets

The following expenses are permitted in the development of TREK budgets:

Program-Related Costs:

¹ Faculty with longstanding successful relationships with existing providers may continue to contract the services of those providers. A full description of the role third party providers play is provided in the TREK Faculty Handbook.

1. Program excursions
2. Entrance fees
3. Group public transportation and on-site transport (van, tour bus, etc.)
4. Classroom rental
5. Student housing
6. Scheduled student meals (Reflection Dinners) and group snacks
7. Group on-site travel (metro, rail, bus, taxi, Uber)
8. Program related guest speakers, tour guides, and honorariums
9. Equipment necessary for program activities (FD must return equipment to College)
10. Airport pickup and delivery
11. Small gifts for hosts
12. Movie rentals – when related to the course.
13. Insurance for specific high-risk activities related to the course (i.e., SCUBA diving)
14. Tips within the provided guidelines with approved written records (maximum 15%)
15. GPS coverage or satellite phones

Faculty Director and Co-Instructor/Program Assistant-Related Costs:

The following expenses are permitted in the development of TREK budgets:

1. FD and PA economy airfare
2. A reasonable meal allowance for the FD and PA dependent on location and housing
3. FD and PA accommodations
4. FD and PA luggage charges (limit two suitcases per person)
5. Phone calls/texts related to the program
6. Visa fees for FD and PA

Items Not Allowed as part of TREK Budget:

1. Alcohol for faculty, staff, or students
2. Non-itemized receipts
3. Gym memberships
4. Medication
5. Passports
6. Permanent equipment (unless necessary for academic content and returned to College)
 - a. Cameras
 - b. Cell phones
 - c. Excess Luggage Charges (unless transporting items necessary for academic content)
7. Cell phone data plans
8. Personal entertainment
9. Dry cleaning
10. Clothing - replacement or otherwise
11. Traffic violations
12. Barber/Shoeshine/Manicurist/Massage

13. Property not returned to the College at completion of course or approved in advance
14. Personal phone calls
15. Airline club memberships
16. Loss or theft of private property
17. Hotel room bar and movie rentals
18. Childcare fees
19. Kenneling or other pet care expenses
20. Vending machine charges
21. Personal medical costs
22. Rental car (unless an emergency necessitates)
23. Gasoline for travel in a personal vehicle
24. Gasoline charges after returning a rental vehicle

Meals and Per Diem

The College will provide a meal allowance to Faculty Directors and Program Assistants dependent on the housing situation and meals provided for the group. If no meals are provided, the maximum meal allowance would be calculated at a rate of 40% of the U.S. State Department location-specific foreign per diem rates for meals and incidentals (M&IE).

FD and PA may utilize their Purchasing Card for meals (but not for alcoholic beverages). Receipts for meals must be turned in. The College will reimburse the FD and PA for meals up to the total maximum meal allowance for the program duration as opposed to a daily limit.

Tipping Guidelines

1. Tips should not exceed 15% of the stated invoice.
2. FD and PA must record tips in the provided receipt booklet with the following information:
 - a. Amount
 - b. Service Provided
 - c. Signature of recipient (if available)
 - d. Date of transaction
3. Unrecorded tips are not permitted for reconciliation or reimbursement.
4. Leaders should refer to tipping guidelines recommended by their third-party provider or additional resources listed below.
 - Conde-Nast Travel Tipping Etiquette: <http://www.cntraveler.com/travel-tips/travel-etiquette/2008/12/Etiquette-101-Tipping-Guide>
 - Worldwide Tipping Guide: <http://worldtravelers.org/travel-tips-tipping-guide.asp>

Methods of Payment

Purchasing Cards: The Faculty Director and Program Assistant should make program purchases with the College-backed purchasing card whenever possible.

The fact that the corporate card's monthly expense reports convert a foreign currency into U.S. dollars eliminates one step when reconciling the program. The small international transaction fee is accounted for in the budget. Use the P-Card for

1. Airline tickets
2. Accommodations
3. Scheduled group meals
4. Meals covered by per diem
5. Entrance fees, cultural excursions, program activities
6. Public Transportation
7. Taxis / Uber
8. On-site program budgeted & approved supplies

Program leaders who are employees of the College can contact the Business Office to apply for a Corporate Card if they do not have one. Apply in time to complete the mandatory training.

Note: Faculty Director's may not utilize the Corporate Card for personal purchases. Also, personal credit cards are not an approved method of payment and reimbursement will not be provided unless extenuating circumstances exist.

Purchase Orders: Paying invoices to domestic & international vendors. Please allow up to 2 weeks for processing.

Wire transfers: Paying invoices to international vendors. Please allow up to fourteen (14) business days for processing. Wire fees will be charged to the course budget. This payment method should only be used in rare circumstances.

Cash Advances: Limited to the following expenses where commercial cards are not accepted. Some examples might be:

1. Tips with documentation only
2. Honorarium
3. Airport entrance & departure fees
4. Visa fees
5. Public transportation where credit cards are not accepted
6. Taxis where credit cards are not accepted

Cash advances must be requested no later than the first of the month prior to departure (i.e., May 1 for late May departure).

Program Budget Reconciliation Process

The Faculty Director and/or Program Assistant is responsible for providing documentation to GEO that is needed to reconcile the program budget and facilitate reimbursements. GEO has created a simple Excel worksheet to assist faculty with tracking program expenditures. To ensure consistency, program leaders must attend a mandatory meeting on the reconciliation process.

Note: The Administrative Stipend is provided to compensate program leaders for this work.

The deadlines for submission of reconciliation documents to the GEO Office are:

Summer TREKs - Submission Deadline:

30 days from program end, and no later than 1st day of fall semester classes

All Other TREKs - Submission Deadline:

30 days from program end

A complete reconciliation packet consists of the following:

1. **TREK Program Expenses Worksheet** (may be submitted electronically)
2. **Receipts** for **all program expenses** including groceries if requested as a part of per diem or phone bills if requesting reimbursement for an international phone plan.

Please place the receipts in numerical order in your packet with receipt #1 on top.

Pro Tip: GEO appreciates that sorting through a box of receipts at program end could be daunting and encourages faculty directors and program assistants to keep up with reconciliation on a daily basis whenever possible. Daily entry will allow program leaders to be cognizant of whether they are staying within budget

Pro Tip: It is suggested program leaders and immediately tape receipts on blank 8.5 X 11 sheets of paper on a daily basis. Take tape and paper with you!

3. Copies of all relevant **Purchasing Card Statements**
 - o Write the receipt number utilized on the Program Budget Worksheet next to the expense on the purchasing card statement(s).

4. **Employee Expense Reimbursement Form** - If program leaders require reimbursements, they must complete and submit to GEO the “Employee Reimbursement Form” for the Business Office.

GEO is responsible for verifying that program expenditures are consistent with the final budget approved by the Provost. With the exception of unanticipated and necessary risk management expenditures, excess expenditures can only be reimbursed if money remains in the budget. Provost approval is required in such instances.

After GEO reviews the packet they will send it on to the Business Office.

GEO’s TREK Program Expenses Tracking Worksheet

TREK Program Expense Tracking Worksheet												
Receipt Number	Date	Faculty or Assistant Per Diem	Group Reflection Dinner	Program Activity: Cultural or Academic	Ground Transport	Risk Management	International Transaction Fee	Guest Lectures, Honoraria	Airfare	Baggage	Other	Description
Budgeted Amount												
1												
2												
3												

IMPORTANT: When you turn in the Excel Worksheet, all amounts should be in USD.

You will probably be utilizing an international currency. Therefore, when entering amounts into the worksheet you will need to handle cash payments and Purchasing Card purchases differently.

1. If you pay for something in cash, use the [currency converter](https://www.oanda.com) at Oanda.com to determine the USD equivalent for that day. Enter the USD amount on the worksheet. Remember to number the receipt!
2. If you utilize the Purchasing Card to make a purchase, enter the local currency amount, but recognize that you will have to return once you get your Purchasing Card Statement and enter the USD amount on your statement. The Purchasing Card Statement will also list the international transaction fees, which you will enter on the same line as the expense.

The columns on this worksheet align with budget categories from the TREK Budget. They include:

- **Per Diem** – This category should be used for the FD and PA’s meals to be covered by per diem. Please indicate which leader the meal was for or, if for both, in the description.

Receipts that cover both leader's meals will be split in half. Remember, alcoholic beverages cannot be reimbursed.

- **Group Reflection Dinners** – Reflection dinners are designated separately and designed to be part of the learning process
- **Program Activity** – This category includes activities build into the budget as instructional (theatre production, industry tour) as well as cultural activities (city bus tour, castle tour, high tea, swim in historic thermal baths, etc.).
- **Ground Transport**- This category is for student or group transportation.
- **Risk Management** – Use this category for emergency expenditures not built into the budget. Note that program leaders really should not be using their own or program funds to purchase medicine or supplies for a student; the student is responsible for their own purchases (Tylenol, knee brace, etc.). The category could be used to cover a supply for the entire group that became necessary. A good example would be a Faculty Director purchasing N95 masks for the entire group at the beginning of the pandemic.
- **Group Accommodations** – This category is for student or group housing. Consider group housing, for example, to be hotel rooms for all on an overnight excursion away from the program's base.
- **Guest Lectures, Honoraria** – Most likely these payments would be made in cash. Collect a receipt for such payments with the signature of the individual receiving the payment. Please tip in accordance with College rules - see guidelines above.
- **Airfare** – Program leaders' airfare or group airfare if group traveling on a group flight.
- **Baggage** - Program leaders' baggage charges.
- **Other** – When in doubt, use the "Other" category and provide a good description.

Purchasing Cards

After organizing receipts for GEO, the Faculty Director and Program Assistant also must reconcile their Purchasing Cards. It will be easiest to use the same number for a receipt as you used for GEO, even if not chronological on the bank statement. Your commercial card statement will display expenditures in U.S. dollars and thus allow you to replace your entries on the TREK Program Worksheet with dollar amounts. Remember that receipts for purchases made on the Purchasing Card should be itemized. Commercial card reconciliations will be due according to the timeline published by the Business Office.

Note: GEO will forward your Purchasing Card Packet to the Provost's Office for their approval.



Sample Contract for Program Assistant (non-Wooster Employee)

November 2023



THE COLLEGE OF
WOOSTER

March 20, 2023

NAME OF ASSISTANT
EMAIL OF ASSISTANT

Dear NAME:

We are pleased to offer you a temporary appointment to serve as Program Director for the NAME OF TREK PROGRAM program taking place May 26 through June 19, 2023. The stipend for this position will be \$1,500 and will be payable in one installment on DATE.

In addition, the following lists of covered and non-covered expenses paid for through the program's budgeted funds:

Covered Expenses:

- Airfare and ground transportation
- Program housing
- Group meals
- Reasonable per diem
- Program activities
- Risk management expenses
- GEO Blue travel insurance
- Cell phone usage (limited to program calls)

Expenses not Covered:

- Passport or visas
- Immunizations or medical supplies

- Medical expenses incurred during program
- Alcoholic beverages
- Airport exit taxes, if applicable
- Expenses incurred as a result of not being home (pet care, lawn service, etc.)
- Transportation to and from U.S. airport, airport parking

Your duties as Program Assistant include, but are not limited to:

- Stay with the group and in the group's housing for the duration of their contract.
- Be available 24/7 to respond to the needs of the program participants.
- To consume alcohol in a responsible manner.
- To not purchase alcohol for any student with my own or the program's money.
- To understand that family or friends may not join me for any part of the program or at any program activities.

I understand that as a Program Assistant on this TREK Program I am expected to prepare for the program by developing a working knowledge of:

- The Global Engagement Office's Crisis Ready Plan.
- The College of Wooster's current Title IX policies and reporting procedures.
- The College of Wooster's current policies related to bullying.
- GEO Blue health and security insurance coverage.

I understand that the Faculty Director is the leader of the program and that, as their assistant, I am to follow their instructions and assist by:

- Carrying a cell phone and being prepared to communicate with others in the event of an emergency.
- Helping to maintain an academic focus on the program and adding expert knowledge as appropriate.
- Serving as a mentor to students throughout the program.
- Taking appropriate action when a student becomes ill or is injured — possibly remaining with a student who cannot continue on the program until the medical situation is resolved.
- When risks arise, providing leadership and initiating risk management plans as appropriate, assisting with decision-making, clarifying risks to students, and providing appropriate instructions.
- Assuming the primary leadership role if the faculty director becomes incapacitated or unable to lead for any reason.
- Providing appropriate response if student violates the Community Agreement, Scot's Key, or laws of the host country, which may include drafting and implementing Behavioral Contracts.
- Documenting the following to ensure an appropriate record of situation and actions taken: academic issues, student illnesses, Community Code or other violations, steps taken in response to these or any other risks or emergencies such as doctors visited.

- Promptly alerting the Global Engagement Office (GEO) of any concerns via phone, What’s App, or email and maintaining contact with GEO until situation is resolved.
- Keeping track of receipts on a daily basis and helping to track expenditures.
- Functioning as a mandatory reporter in the event of a Title IX incident.
- Assisting with program assessments as appropriate.

I understand that failure to perform these duties in a responsible manner might be grounds for my dismissal.

This offer is contingent upon the satisfaction of employment authorization and verification of identity as required by the immigration Reform and Control Act of 1986, as amended. Within three days from the effective date of hire, you will need to provide the College with documentation establishing both identity and employment eligibility. Acceptable documents are listed on the attached page; by law, originals or certified copies are required. These need to be presented at the Human Resources Office, located on Wayne Avenue next to the Longbrake Wellness Center. Please call the office directly at 330-263-2526 with any questions about this requirement.

The Handbook of selected College Policies contains policies developed both to articulate the College’s position on a number of important issues and in, some instances, to comply with federal regulations. The policies within the handbook are generally applicable to students, faculty, and staff members. The Handbook is available online at www.wooster.edu/policies/.

In order to validate this agreement, please sign and date in the space provided and return a copy of this letter by email to jmartin@wooster.edu no later than May 4, 2023.

Sincerely,



Lisa R. Perfetti
Provost

jam

cc: Human Resources, Provost, Dean for Faculty Development, Office of the Secretary

I hereby accept the terms of appointment as specified herein.

Signature

Date

APEX Incident Report Form



- ✓ Please fill out this form as completely as possible.
- ✓ Attach extra sheets as necessary along with any documentary evidence.
- ✓ Submit to Dean of APEX as soon as possible after the incident.
- ✓ Submit any other documents related to the incident upon your return to campus.

Incident Type: _____

Date of Incident: _____ **Time:** _____

Location of Incident: _____

Name of Person Submitting Report: _____

Were you present? **Yes** **No**

1. Name of College of Wooster participant(s) involved:
2. Brief description of what happened:
3. Who provided this description if you were not a witness (include all names):
4. If you were not present, when were you informed?
5. What actions did you take? Please be as specific as possible.
6. If the student was transported to a hospital or clinic, please provide complete name of facility, its phone and fax numbers, and address Names and phone numbers of all physicians who examined or treated the student:

Facility Name: _____

Address of Facility: _____

Facility Phone Number: _____

Dr. _____ Phone: _____

Dr. _____ Phone: _____

Dr. _____ Phone: _____

9. Exact names of any medications prescribed to the student (please keep all packaging/inserts):
Rx:
Rx:
Rx:
Rx:
10. Was the student conscious and capable of making informed medical judgments about his/her medical treatment? **Yes** **No**
11. If the student was not capable of making medical decisions, who made any decisions?
12. What, if any, follow-up care was recommended?
13. Were the police or legal authorities notified of the incident or present at the scene?
 Yes **No**
14. Was a police report filed? **Yes** **No** **Report Number:** _____
15. Names and phone numbers of responsible legal authorities in charge of the case:
16. If traveling internationally, was the U.S. or relevant embassy notified?
17. Name and number of responsible consular officials involved in this incident:

Conversation Log



Because decisions have consequences, please log all conversations concerning this incident with internal and external personnel and agencies, parents or other family members, program participants and so on. Use more rows as needed.

Date	Time	Spoke to:	Description / Decisions

Submitted by: _____

Print Name: _____

Date: _____

SAMPLE ACTION PLAN: Responding to a Program Leader's Serious Injury or Illness



If a program leader were to suffer an acute injury or illness, or even die, the second program leader and/or the third-party provider should take the following steps, as appropriate in the circumstances:

Secondary Program Leadership will:

1. Transport the injured leader to a suitable hospital/clinic. In international locations, our health provider, GeoBlue, will determine the most suitable medical hospital/clinic and help in assessing the extent and severity of the injury/illness, usually by talking with the physician treating the participant. In life-or-death situations it would be appropriate to go to the nearest facility; if necessary, the patient could be transferred to a more suitable hospital/clinic after they are stabilized and fit to be transported.
2. Call the leader's emergency contacts to report on their condition. It may also be extremely helpful to have the leader contact their doctor to determine if there are any medical conditions that might shed light on the illness/injury.
3. If the patient is unable to speak, either you or GEO will want to contact the emergency contacts personally. In this situation obtain information about the leader's regular doctor or any other health care provider the leader was seeing regularly, so that the in-country doctor can contact them for information if needed.
4. Keep a log that will include notes regarding the circumstances leading up to the injury/illness, the outcome of any discussions with the attending physician, notes from conversations with others were present when the injury/illness took place, and the course of the medical treatment as it progresses.
5. Contact GEO and brief them on the leader's condition and maintain regular contact as situation progresses. Work with GEO to determine how the program coordination and teaching duties will be conducted if the leader is unable to assume those responsibilities.
6. Explain to the participants that the injured leader is being cared for and caution them about speculative communication. Advise participants to wait until reliable information is available before contacting others about the incident.
7. If the program moves on, encourage a family member to come to the location to stay with the leader. If the program is taking place internationally and the hospital stay is over three (3) nights, the international health insurance would cover the costs for one (1) family member to travel to be with the student.
8. Debrief GEO every day until the crisis subsides with an email, text, WhatsApp, or phone call.

For International Program, GEO will:

1. If the patient is unable to speak, GEO or the other program leader will want to contact the emergency contacts personally. See #2 and #3 above.
2. Inform other campus officials. Convene the ACR Team as appropriate.
3. Determine how best to manage the program coordination and teaching if the leader is unable to continue the program. Options might include another Wooster faculty been flown in to continue teaching or APEX or Student Affairs staff member joining the group to manage logistics. It is important to minimize the extent to which the educational experience of the students is impacted adversely by the emergency and arrangements are managed so students can complete the course and earn credit.
4. If it is necessary to evacuate the participant, GEO will work closely with the other Program Leader to initiate the process with the insurance company.

APEX Crisis Ready Team Contact Information



- **Interim President or designee**
Wayne Webster 330-263-2311
- **Provost or designee**
Lisa Perfetti lperfetti@wooster.edu 330-263-2004
- **Chief of Staff / Secretary of the College**
Chief Communications and Marketing Officer
Melissa Anderson melanderson@wooster.edu 330-263-2082
- **Dean of APEX**
Jenni Griffin jgriffin@wooster.edu 330-263-2615 330-519-7137
- **Dean of Curriculum and Academic Engagement**
Jen Bowen jbowen@wooster.edu 330-263-2008
- **Director of Global Engagement Office**
Candace Chenoweth cchenoweth@wooster.edu 330-263-2074 208-301-4046
- **Associate Director of Global Engagement Office**
Ebed Sulbaran esulbaran@wooster.edu 330-263-2227 330-842-8813
- **Interim Vice President for Student Affairs**
Cliff Bobbitt cbobbitt@wooster.edu 330-263-2011
- **Longbrake Student Wellness Center**
330-263-2319 24 Hours/7 days a week
- **Interim Title IX Coordinator**
Joe Hall jhall@wooster.edu 330-263-2350
Work Zoom: 216-523-5481 (call number only, no text)
Emily Hiner hiner@wooster.edu 330-687-9136
- **Campus Safety**
330-263-2590
- **For Legal Counsel Contact President's Office**

APEX Leadership Team



Position	Office Phone	Cell Phone
Jenni Griffin: Dean of APEX	330-263-2615	330-519-7137
Peter Abramo: Director, Entrepreneurship	330-263-2224	330-749-4547
Cathy McConnell: Director, Experiential Learning / Community Engagement	330-263-3020	330-601-2206
Sarah Sobeck: Dean of Experiential Learning / Community Engagement	330-263-2359	
Candace Chenoweth: Director, Global Engagement	330-263-2074	208-301-4046
Nicholas Szymanski: Registrar	330-263-2198	
Mark Graham: Dean of Advising	330-263-2221	
Ashleigh Best: Director, Career Planning	330-263-2572	216-392-9949
Amber Larson: Director, Academic Resource Center	330-263-2244	330-571-6469