

**APPLICATION FOR  
FIELD SUPERVISOR/ASSISTANT FIELD SUPERVISOR  
St. Olaf College Field Supervised Programs**

Information requested below should be submitted to the Director of International & Off-Campus Studies:

- Name of the field supervisor applicant
- Name of the assistant field supervisor applicant
- Program for which you are applying
- Year(s) for which you are applying (We are currently accepting applications for 2003-04, 2004-05, 2005-06, 2006-07)

**GENERAL INFORMATION**

1. Why are you interested in the program and the specific geographic areas?
2. What are your relevant qualifications and background for the position?
3. Why would this particular year be a good one for you to lead the program? Would it be possible for you to take a program at another time?
4. Will you be available for recruitment, orientation, and re-entry the academic year preceding the program and the semester following the program? If no, explain.

**ACADEMIC CONSIDERATIONS**

1. What is the course you propose to teach and how will it coordinate with the other courses in the program? (If applying for Global Semester, describe how your proposed area of study might be integrated with the course, **Global Issues: A Cross-Cultural Perspective**.)
2. What resources are currently available to you, or that you hope to explore for the development of your course?
3. What are the advantages of teaching your course in the host country(ies)?
4. How would your course help students understand the cultures visited as well as their own American culture?

**PROFESSIONAL DEVELOPMENT CONSIDERATIONS**

1. In what ways will this program serve as professional development for you?  
How do you expect this program to enhance your courses or research when you return to campus?
2. How will your participation strengthen the on-campus curriculum and programs, as well as the international studies programs themselves?

3. How do you envision your on-going participation in the area of international education?

### **QUESTIONS/TOPICS TO CONSIDER IN PREPARING FOR THE INTERVIEW:**

The following questions need not be addressed in the written application but should be given some thought. They may be raised in the interview.

#### **LEADERSHIP CONSIDERATIONS:**

Describe your leadership style.

Describe your style of inter-personal communication.

How will you share responsibilities in the program between field supervisor and assistant field supervisor?

#### **PROGRAM DETAILS AND LOGISTICS:**

What is your previous experience and/or aptitude for handling travel arrangements and other logistical details?

How prepared are you to meet with officials and representatives of universities, religious organizations, and other institutions?

#### **RELATIONSHIP WITH STUDENTS:**

What qualities would you look for when interviewing students?

What expectations would you have of students, before, during, and following the program?

What is your current involvement with students on or off campus (teacher, adviser, etc.)? Show how these involvement's have benefited you and will help you to establish and maintain rapport with students in an intensive one learning/experiential program over the five months.

What might you anticipate as potential problem areas with a group of students on this sort of program? Briefly, how would you handle such problems?

#### **PERSONAL CONSIDERATIONS:**

How do you handle stress?

If you will be taking children along, how do you anticipate they will fit into activities of the program? How will you arrange for their schooling, if this is a concern?

# Policies and Procedures for St. Olaf College Administered Non-Interim Programs and Courses

## General Remarks

The faculty of St. Olaf College has approved more than 80 domestic and international off-campus study programs, each lasting a semester, a semester plus an interim, or a full academic year. These programs enroll a significant number of St. Olaf students each year. Students and faculty evaluate them regularly. (*Note Interim courses are discussed in Off-Campus Interim course selection.*)

St. Olaf academic credit is routinely granted for successful participation in all of these programs.

Although the approved list does not presume to include every quality program, the programs on the approved list are judged to be of high quality. Students who select from this list can assume a high level of instruction, program services, and academic relevance to the St. Olaf curriculum. They can also assume that faculty throughout the college are familiar with these courses and programs. In general there is a readiness to apply these courses to general education and/or major requirements.

(*See Appendix G*)

## Student Selection Criteria

These Criteria are approved by the International & Off-Campus Studies Committee.

1. Reason for choosing study abroad program. Motivation for applying.
  - A. academic reasons
  - B. non-academic reasons
2. Grade Point Average
3. Faculty Recommendations
4. Review of student's history of compliance with college policies.
5. All other things being equal:
  - A. seniors and juniors have priority over sophomores;
  - B. regularly enrolled students will have priority over graduated students;
  - C. St. Olaf students will have priority over non-St. Olaf students
6. Personal qualities/Interpersonal skills:
  - A. maturity
  - B. independence

- C. adaptability
- D. ability to interact with a group
- E. willingness to initiate cross cultural opportunities
- F. ability to function in stressful situations

7. Program specific needs.

### **Faculty Led (Field Supervised) Programs**

Environmental Science in Australia	(Semester II)
Global Semester	(Semester I and Interim)
Term in the Middle East	(Semester I and Interim)
Term in Asia	(Semester I and Interim)
Term in Germany	(Interim and Semester II)
<i>(See Appendix J)</i>	

Each program has a Program Advisory Committee which oversees all academic matters for the program. Members of the Program Advisory Committee are: *(See Appendix K)*

- A. The program director (chair)
- B. The Director of IOS (ex officio)
- C. The immediate past field supervisor (this position switches immediately upon return to campus)
- D. A past student participant
- H. The upcoming field supervisor
- F. An appropriate area studies faculty member selected in consultation between the Director of IOS and the program director.

The program director and the Director of IOS will select faculty members with specialized expertise to consult with the Program Advisory Committee at appropriate times.

Each Program Advisory Committee is responsible for overseeing the academic and logistical integrity of the field supervised program, including its relationship to on-campus majors, interdisciplinary programs, and concentrations.

### **Course Review and Approval**

IDOCS reviews and approves off-campus semester long course proposals for major or elective credit and informs the faculty of its action. The second year such an off-campus course is

taught, upon recommendation of IDOCS, the course is brought to the faculty for formal adoption.

The General Education Committee (GEC) and IDOCS review and approve off-campus course proposals for a combination of major or elective credit as well as general education credit and they then inform the faculty of their actions. The second year such an off-campus course is approved in committee, upon recommendation of IDOCS and GEC, it is brought to the faculty for formal adoption.

The Director of IOS is responsible for correspondence with host institutions and for responding to emergencies related to each field supervised program.

When policy issues arise regarding field supervised programs, the Program Advisory Committees will make recommendations to IDOCS.

Students are required to take all courses for credit.

### **Program Directors**

- A. After consultation with faculty and administrators, the Director of IOS will recommend to the Dean of the College faculty members to serve as program directors. Familiarity with the program is highly recommended.
- B. Program directors will be appointed for three years and may be re-appointed.
- C. Each program director is responsible for coordinating these activities with the Program Advisory Committee:
  - 1. Academic planning
  - 2. Policies and procedures not covered in this document
  - 3. Recommendations to IDOCS
  - 4. Consultation, where appropriate, with departments, areas studies faculty, and students
- D. The program director is responsible for these activities in coordination with the Director of IOS:
  - 1. Selection, orientation, and field supervisor training
  - 2. Pre and post-program briefings and reviews
  - 3. Recruitment of field supervisors and students
  - 4. Consultation on programs, schedules, and planning with program hosts when they visit campus
  - 5. Developing the program budget
  - 6. Developing the itinerary
- E. The program director is responsible for consulting regularly with program directors for other faculty-led programs.

## **Field Supervisor & Assistant Field Supervisor**

### **A. Eligibility and Compensation**

Field supervisor positions are open to all tenured faculty and administrators who hold appropriate academic qualifications and have been employed by the college for at least six years.

Each applicant for field supervisor is asked to designate an assistant field supervisor in the application and to include information on the background and qualifications of that person. Responsibilities that the field supervisor will share with the assistant field supervisor include all non-academic components. The assistant field supervisor must be of the opposite gender of the field supervisor.

Compensation for a member of the faculty or an administrator serving as field supervisor is full salary for the term of the program and payment of all direct program-related expenses other than personal and incidental expenses. The assistant field supervisor receives a stipend, partial benefits, and payment of all direct program-related expenses other than personal and incidental expenses. Transportation expenses for children of the field supervisor and assistant field supervisor, who are nineteen years of age or younger and who have not matriculated at the college level, will be covered.

### **B. Responsibilities:**

The field supervisor is a key person in the success of the program. The field supervisor has primary responsibility for the academic components of the program; however, the field supervisor and assistant field supervisor assume numerous other roles. Therefore, it is crucial that the field supervisor work closely with the program director and the Director of IOS. Most communication to persons in the host country should be routed through IOS. If such coordination and communication efforts are made, the field supervisor will find many of the following responsibilities less burdensome and his/her time used more effectively.

The semester and Interim spent supervising the Term in Asia, Term in the Middle East and Global Semester, along with activities on campus in the semester following the off-campus program, count as two-thirds of the teaching load for the academic year (the equivalent of four courses taught on-campus). The semester spent supervising the Environmental Science in Australia program, along with activities on campus in the semester and Interim preceding the off-campus program, count as one half of the teaching load for the academic year (the equivalent of three courses). It is recommended that the Field Supervisors teach 3 courses in the fall semester, leaving Interim free for final program planning.

1. Pre-program responsibilities:
  - a. develop a course:
    - Term in Asia/Term in Middle East:

- field supervisor is responsible for developing one course within his/her discipline giving special attention to unique educational, cultural, and/or geographical aspects of field-supervised program
- full course proposal due 16 months preceding program
- course is sent to full faculty for approval (*See Appendix M*)

Global Semester:

- see description of course titled “Global Issues: A Cross-Cultural Perspective” (*See Appendix N*)
- field supervisor describes how own disciplinary focus topical emphasis will be integrated with course
- full course proposal due 16 months preceding program

Environmental Science:

- four standing courses are offered
- field supervisor is to take responsibility for the course(s) that most closely matches his/her area of expertise.

b. recruit students:

- IOS, program director, and field supervisors share responsibility
- field supervisor attends fall general open house(s) organized by IOS and takes part in interest meeting in February planned by returning group
- general promotion is handled by IOS, but field supervisors must actively promote program

c. select program participants:

- field supervisor, assistant field supervisor, program director, past field supervisor, past assistant field supervisor, 2 past student participants form a selection committee. The committee is chaired by and final decisions are made by the field supervisor
- each student submits an application form, a transcript, and three letters of recommendation
- the list of students is provided by IOS to the Dean of Students Office. The Dean of Students will notify IOS of students about whom they have concerns
- the list of students is provided to the St. Olaf counseling office and the academic support center. Those offices will initiate conversations with students about whom they have concerns
- when student files are complete, the committee interviews each candidate
- committee recommends selections to IOS
- see selection procedures and suggested selection criteria for study abroad programs

d. orientation:

- field supervisor and assistant field supervisor attend orientation retreat and other sessions.
- they contribute where appropriate (especially in program-specific sessions)
- they take initiative in development of *esprit de corps* among students

2. Program responsibilities

a. information to overseas coordinators/instructors (before and during program):

- all correspondence with local coordinators and host institutions is initiated by or coordinated through IOS
- Director of IOS is responsible for informing local academic coordinators of due date for grades and ensuring their timely transmission to St. Olaf Registrar

b. logistics:

- travel, room, and board arrangements are preplanned and in most cases prepaid
- field supervisor and assistant field supervisor have day-to-day responsibility for supervising group activities, confirming onward flights, and serving as general liaison between host coordinators/ institutions, travel agents, St. Olaf students, and IOS

c. finances:

- field supervisor and assistant field supervisor are responsible for day-to-day monitoring of financial expenditures
- expenditures must be consistent with college-wide policies
- expenditures must be consistent with program budget developed by Director of IOS

d. assist student adjustment:

- to culture(s)
- to group living
- to family stays (Term in Asia)

e. instructional responsibilities of field supervisor:

- teach one course
- help students integrate other course work through discussions and other appropriate means
- monitor other courses in program
- report final grades for own course to IOS

- keep students informed of course requirements, due dates for independent studies (in the rare instances approved), drop deadlines, etc.
- f. support services to students:
- field supervisor and assistant field supervisor must at times act in roles of dean of students, counselor, financial consultant, health adviser, etc.
- g. explore new program options:
- field supervisor and assistant field supervisor may be asked to explore program development, such as new faculty, accommodations, excursions, or field experiences
3. Post-program responsibilities:
- a. evaluation:
- since international offerings are not only courses but also on-going programs, they need to be reviewed carefully and from a broad perspective
  - soon after return to campus, field supervisor submits final report to program director and Director of IOS on all aspects of the program, including academic, housing, transportation, field trips, excursions, finances, site coordinators, and student group
  - students evaluate logistical aspects of program
  - field supervisor evaluates program: strongly encouraged to solicit student input regarding own course; may choose to use standard St. Olaf academic evaluation (“gold form”) processed by the Office of Educational and Institutional Research; may instead use an instructor-prepared evaluation tailored to program and own course (as with gold form, field supervisor decides whether others, including department chair, should see results)
  - field supervisor's report and student evaluations contribute to ongoing St. Olaf assessment program and are a basis for planning by Program Advisory Committee, IOS, and field supervisor for following year's program
- b. "re-entry" activities:
- field supervisor shall attend re-entry meetings and activities
  - assistant field supervisor is invited and welcome to participate
  - activities include i) welcome back dinner; ii) reentry meeting—field supervisor, program director, Director of IOS, and returned students meet once or more to review program and discuss re-entry issues; iii) interest meeting—conducted in early February by returned field supervisors and students, it includes slides and presentations about program

- c. selection process:
  - returned field supervisor is a member of committee to select students for next program
- d. orientation:
  - returned field supervisor attends orientation retreat as resource person
- e. revision of field supervisor's handbook:
  - returned field supervisor and assistant field supervisor revise handbook

### C. Selection Procedures

Field Supervisor position openings shall be announced through the Campus Memo at least three years before the start of the program. Applicants will be asked to complete the Field Supervisor/Assistant Field Supervisor application, which includes a brief statement about interest in the program, qualifications, and a general description of a course the applicant proposes to teach. The Director of IOS receives applications and forwards them to the selection committee.

Each applicant shall be interviewed. The interview committee will include the Director of IOS, four program directors for faculty-led programs, at least one returning student from the same program, and the chair of IDOCS who will chair the interview committee. The committee will make its recommendations for appointment to the Dean of the College. Final responsibility for appointment rests with the Dean of the College.

If the committee recommends a candidate who is an administrator who does not have affiliation with an academic department, the Dean of the College in consultation with the appropriate department and division chairs will confer faculty status according to the provisions for part-time faculty appointments.

### D. Selection Criteria

In making selections, the committee shall take into account these factors:

1. Anticipated strength of applicants to work with a group of students over an extended period of time in stressful situations and under differing cultural conditions.
2. Availability of applicants to participate in student recruitment, orientation, and re-entry in the academic year prior to and the semester that follows the study abroad program.
3. Expertise in program content, geographic, and cultural knowledge of host site(s), or the potential for this expertise to develop.
4. The appropriateness and strength of course proposed to be taught by applicants.

5. Professional development considerations, including the potential for strengthening the on-campus curriculum and programs as a result of the study abroad experience.
6. Potential for strengthening international programs at St. Olaf through continued involvement and support across the campus.

The department's, department chair's and the faculty member's associate dean's support of a faculty applicant to be field supervisor are important. For the professional welfare of faculty leading a field-supervised program, departments are encouraged to consider the significant professional benefits that program participation can have for individual faculty, for the academic programs of the department, and for the students, faculty, and curriculum of the college as a whole.

#### E. Deadlines

Interested faculty are encouraged, as a first step, to talk with the Director of IOS, at least a month before the application deadline about their interest in applying, and request information about the positions and application forms.

Applicants should submit the complete application to the Director of IOS by the stated deadline.

*(For a copy of the application form, please see Appendix L.)*

#### F. Course Guidelines

Although general college policy discourages requiring work of students prior to the beginning of a course, a certain amount of preparation is essential for students intending to participate in a study abroad program. They spend time filling out applications, being interviewed, attending orientation sessions, meeting with their group, and meeting individually with their field supervisors. In addition, they can be expected to do preliminary study (familiarizing themselves with the history, geography, and cultures of the countries to be visited) before departure. It should be assumed, however, that in the summer months before a program begins, most students will be committed primarily to earning money to cover their expenses.

The field supervisor, in planning his or her course, should take into account constraints that the study abroad environment places on students' academic work. In particular, access to library resources will be very restricted, students will have fewer large blocks of uninterrupted time for reading and research, and their motivation will be divided between "academic" and "experiential" components of learning. On the other hand, the field supervisor can count on exceptionally high enthusiasm and a determination to learn and to get as much as possible from the program. Although students' time is often fragmented, there is time for reading and writing. In addition, there is a unique sense of an "expanded classroom," in which virtually everything the student encounters can become relevant to the concerns of courses.

Field supervisors are asked to consider the following specific recommendations:

1. Courses should be designed to capitalize on resources and opportunities special to the program and to suit the transient nature of the stay in each location. It is best to seek advice from former field supervisors on this matter, preferably early in the planning process.
2. If research projects are required, they should be compatible with the library facilities that will be available to students abroad. In the absence of adequate library resources, field research may be the only practical alternative.
3. Because students' time will be fragmented and because they will undergo a continuous barrage of new information and experiences, some traditional methods of evaluation, such as a single, large research paper or one major final examination, may not be effective. Alternatives, such as journals, notebooks, and shorter, more frequent examinations or papers, should be considered.
4. The Field Supervisor may teach only the approved course during the program. He/she may not modify the focus or level of the approved course. He/she may not supervise independent study/independent research projects.
5. Course proposals should first be reviewed by the department chair. They are due to the Director of IOS 16 months prior to leading a program.
6. After review and approval by IDOCS and GEC, the committee chair will submit them with a recommendation of approval to the faculty. If the Global Semester field supervisor is proposing to teach ID GL 247 Global Issues: A Cross-Cultural Perspective (an approved course), the proposal will be reviewed by IDOCS only.

# Sample

## Global Development Course & Topical Emphasis

Field Supervisor's Course: ID GL47 Global Issues: A Cross-Cultural Perspective

Course Description: (Note: This is the Faculty application course) An interdisciplinary and introductory study of global issues: poverty, population, health and nutrition, energy use, general roles, development alternatives, and the cultural dimensions of development. Readings, lectures, agency briefings, site visits, and cultural events provide an intellectual and experiential framework for comparison and contrast among the countries studied. International agencies and local experts provide many of the planned experiences; each Field Supervisor provides topical emphases.

Topical Emphasis, 1988-89—Religion and Social Change: (Here is a Sample. . .) This year's course will focus on the role of religion in the cultures we visit and examine the response of their dominant religious tradition(s) to problems of social change. The course will give special attention to issues of (1) economic development, (2) social justice, and (3) international peace. It will consider such questions as:

1. How do these religions respond to the challenge of modern industrialization and technology? How are these responses shaped by basic religious attitudes toward: nature and the physical environment? material needs and economic labor? non-economic values? Are these responses open to reinterpretation of the religious traditions?
2. How do these religions respond to demands for greater social justice (in the distribution of economic wealth, political power, educational opportunity, sex roles, etc.)? How are these responses shaped by basic religious attitudes toward: human community? government? the family? gender differences? personal responsibility? Are these responses open to reinterpretation of the religious traditions?
3. How do these religious traditions respond to the challenge of nationalism and the issue of peace among nations? How are these responses shaped by basic religious attitudes toward: war? political community? other religions? the unity of humankind? Are these responses open to reinterpretation of the religious traditions?

Probable texts:Harrison, Inside the Third World

H. Smith, The Religious Man

J. L. Esposito, Voices of Resurgent Islam

M. N. Strivinas, Social Change in Modern India

R. P. Dore, Aspects of Social Change in Modern Japan

Other sources to be selected

Responsibilities: Students will be expected to read all assigned texts, attend all classes and associated activities, and participate in group discussions. Students will be graded on the basis of their academic journal, short reading quizzes, class contribution, and short papers relating their reading and classwork to their experiences.