

Staffing Policy for Off-Campus Short Term

Rationale

The Center for Global Education oversees and supports Off-Campus Short Term courses each year. Whether in the U.S. or abroad, Off-Campus Short Term courses involve significant amounts of time away from the support structures of the College. For managing risk to our students, Off-Campus Short Term courses are almost always required to be staffed by multiple individuals, as detailed below.

The goals of this policy are to:

- Outline three different models for leadership of an Off-Campus Short Term course;
- Define those course leadership roles unambiguously, including a clear distinction between a teaching role and a chaperone role;
- Specify the compensation for the chaperone role, regardless of whether the chaperone's regular Bates position is staff, tenure-track faculty, lectureship, VAP, etc.; and
- Clearly articulate the sources of the compensation for instructors and for chaperones, and ensure that this approach is fiscally sustainable.

Model 1 - One Bates instructor & one Bates [chaperone](#)

In this model, a faculty member is the instructor of record, and is responsible for planning and executing all aspects of the course, including academic leadership; itinerary planning; recruiting students; financial, travel and logistical arrangements; budgeting; and student support. The compensation for this work is 1.0 teaching credit plus Short Term travel expenses including transportation, food, lodging, and entrance fees.

A second Bates employee – either faculty or non-exempt (i.e. salaried) staff – serves as a [chaperone](#) and, as needed, a driver. There is no expectation of, and no compensation for, any of the following activities: planning the course or the trip; teaching; grading; or engaging with the on-campus part of the course. The employee continues to be paid as usual for their regular work responsibilities, and engaging in this additional paid work of chaperone does not relieve the employee of their other job responsibilities, aside from being unavailable while they are traveling with the course. The compensation for the chaperone work is a stipend based upon the duration of the trip, plus Short Term travel expenses including transportation, food, lodging, and entrance fees. Specifically, the stipend is \$175 per day for the duration of the trip, e.g., \$3,150 for an 18-day trip. If a staff member is paid on an hourly basis for their regular work (i.e. a non-exempt employee), it is financially more complex to pay them in the chaperone role; please reach out to Darren Gallant to discuss these details prior to deciding on a chaperone.

In selecting a second Bates employee to serve as chaperone, it is also important to note that Bates policy prohibits a family member from reporting to another family member, including partners/spouses (Section 214 of the Employee Handbook).

Model 2 - Two Bates co-instructors

In this model, two faculty members are jointly responsible for chaperoning and for planning and executing all aspects of the course, including academic leadership; itinerary planning; recruiting students; financial, travel and logistical arrangements; budgeting; and student support. The two faculty members share the compensation for the work of teaching and chaperoning. That is, each instructor receives 0.5 teaching credit and half of the chaperone stipend, plus Short Term travel expenses including transportation, food, lodging, and entrance fees.

Model 3 - One Bates instructor & an on-site provider

In this model, a Bates faculty member is the instructor of record and is responsible for planning and executing all aspects of the off-campus course, including academic leadership; itinerary planning; recruiting students; financial, travel and logistical arrangements; budgeting; and student support. The compensation for this work is 1.0 teaching credit plus Short Term travel expenses including transportation, food, lodging, and entrance fees.

Instead of sending a second Bates employee on the trip, the Center for Global Education contracts with a reputable on-site provider, which offers chaperone service, 24/7 emergency support, and some logistical support. For assistance with identifying and working with an on-site provider, please be in touch with Darren Gallant.

Other Important Considerations

Other Teaching Responsibilities: Under any of the three models, the approval of a proposal for an Off-Campus ST course does not constitute approval for a faculty member to teach the course as an overload. Any faculty member planning to teach or co-teach an Off-Campus ST course needs to fit this into their regular contractual teaching load, in consultation with their department or program chair and based on the teaching credit scenarios outlined above.

Non-Bates Chaperones: For the chaperone role in Model 1, in very unusual circumstances it may be possible to hire a non-Bates individual. However, there are additional considerations related to taxation, reporting, and applicability of local jurisdiction employment laws. Furthermore, individuals would need to be legally able to work in the USA and pass a background check prior to the start of the program.

Other Travelers: Only the faculty members approved to teach the course, employees approved to chaperone the course, and students registered in the course may participate in this off-campus course. Requests for exceptions to this policy must be made when proposing the course, with a narrative outlining the role of and arrangements made for the individuals accompanying the course (for example, for dependents of the faculty leading the course).

Budgeting: Chaperone stipends are drawn from the DOF instructional budget. Travel expenses for instructors and chaperones are drawn from the Barlow '76 Endowment for Off-Campus Study. Costs

of contracting with an on-site study abroad provider need to be factored into the course budget at the proposal stage.

Chaperone Role and Responsibilities

The Temporary Short Term Off-Campus Study Course Chaperone will assist in managing student risk during a Short Term Off-Campus Study Course in coordination with a Bates faculty member who serves as instructor and overall leader. The Chaperone will travel with the course but will have no responsibilities for planning, teaching, or grading, either before, during, or after the trip.

Chaperone Job Duties

The main duty of the Chaperone is to assist the faculty member in keeping the students organized and safe. While the primary responsibility for these tasks resides with the instructional faculty member, the Chaperone may take the lead or contribute to these tasks. Potential areas of contribution include:

- On-site group support and coordination
- 24/7 on-call support during travel

Chaperone Minimum Qualifications

- Employed by Bates College.
- Approval from supervisor to participate in supporting a Short Term course.

Chaperone Required Experience

- Connection to or knowledge of the site location for the course; and/or
- Connection to the subject matter or faculty member.

Chaperone Skills and Knowledge

- Commitment to equity and inclusion, and serving the needs of a culturally and educationally diverse community.
- Strong interpersonal skills with ability to develop and maintain professional relationships with students and faculty.
- Understanding of the components of travel, international travel, and/or group travel.