

Instructions, Application, and Program Details

NCSA Faculty Positions Abroad 2010-2011

Rosario, Argentina
Vienna, Austria
London, England
Angers, France
Athens, Greece
Macerata, Italy
Siena, Italy
Morelia, Mexico
Oviedo, Spain

Application Deadline: Wednesday, February 25, 2009

Applications must be submitted to the NCSA representative on your campus by the above deadline.

Northwest Council on Study Abroad

University of Alaska Anchorage • University of Alaska Fairbanks • University of Alaska Southeast
• Central Washington University • Concordia University • Eastern Oregon University
• Oregon State University • Portland State University • Southern Oregon University • University of Oregon
• Western Oregon University • Western Washington University

CONTENTS

This document contains information that will assist faculty as they prepare application materials to teach on Northwest Council on Study Abroad programs.

NCSA Faculty Application Form (includes application instructions)	p. 3 – 14
Program site details (includes information on sites, courses, and housing)	p. 15 – 24
NCSA Visiting Faculty Policies and Standards	p. 25 - 29

Please note the following important dates for the 2010-2011 application phase:

Wednesday, February 25, 2009	Faculty submit applications to the NCSA representative on your campus
Wednesday, March 4, 2009	Deadline for NCSA representative to post faculty applications to NCSA website

Note: The NCSA website is secured and application information is accessible only to NCSA council members and AHA International staff.

Wednesday, April 29, 2009 – Friday, May 1, 2009	Faculty Finalists Interviewed
mid-May 2009	Announcement of Faculty chosen for NCSA 2010 - 11 positions
early spring 2010 (exact dates TBA)	Orientation for 2010 - 11 Faculty in Portland

NCSA Faculty Application Checklist

Please submit the following items in the order listed below to your NCSA Campus representative by February 25, 2009.

- 2 Hard Copies of Application
- 1 electronic copy of application, emailed to your NCSA Campus representative
- Course Proposal #1
- Course Proposal #2 (not necessary for Vienna, Morelia summer, or Oviedo)
- Curriculum Vitae
- Endorsement of Dean/Department Head/Division Chair
- Letter of Recommendation from Division Chair
- Student Evaluations

COMPLETING THE APPLICATION:

The faculty member completes a NCSA application form and submits it, with descriptions of one or two courses (depending on the site) *and a supporting letter from the appropriate department chair*, to the study abroad office on the faculty member's home campus. Your study abroad office must receive **one electronic copy and two hard copies** of these materials no later than **Wednesday, February 25, 2009**. Duplication of materials and conversion to electronic format is the responsibility of the applicant.

Course Proposals

Selection of faculty relies heavily on the quality, feasibility, potential student interest and site-specific relevance of the courses proposed. Because of differences in academic centers and on-site administration among the NCSA program sites, the teaching role of the Northwest faculty may differ from site to site.

NCSA faculty applicants propose courses in their academic fields. However, instructors should expect that students will come from diverse academic and personal backgrounds and may not have had prior course work in the faculty member's discipline (or even the general area, e.g., in the social sciences). One course should be a broad survey-type course aimed at the 300-level and the other a more specialized course aimed at the 400-level. For all programs, courses proposed should be site-specific. A course may be modeled on one the faculty member normally teaches on campus, as long as the course clearly demonstrates a *regional, national or comparative focus* that makes it appropriate to be taught at the program site. *Note: When proposing a course, faculty should be mindful of implications surrounding limited technology available to students at many program sites and how this might impact their proposed course.*

Courses proposed should complement existing course offerings provided by NCSA faculty on site. A list of sample NCSA courses is included in this announcement (see pgs. 15 - 24). As well, you will find a list of 2009-10 course offerings on the AHA International website (<http://ahastudyabroad.org>). You are encouraged to review past applications on file in the study abroad office on your campus. Please contact the NCSA representative on your campus to arrange this.

Excursions

Excursions and field trips are an integral part of NCSA programs. Two types of excursions exist:

1. General program excursions: These are typically day-long or overnight excursions in which all students on the program participate. You are encouraged to integrate regularly-offered general excursions into your course proposals as well as any unique destinations you would like to utilize as part of your courses. A sample list of regularly offered excursions is available on the AHA International website (<http://ahastudyabroad.org>) under the section titled "courses" for each site.

2. Course-specific excursions: Some programs may be able to support one or two excursions specific to the faculty member's course(s), but funding is not sufficient at all program sites to offer anything beyond the existing general excursions. You are encouraged, however, to make regular use of local (i.e., in-town) resources outside the classroom, such as relevant museums, historical and cultural sites, community groups, agencies or other appropriate resources.

Guidelines for excursions: The excursions proposed should be relevant to the courses, take advantage of the site, and be realistic in terms of time and distance. Although the pattern varies from site to site, most programs include a weekend excursion and a number of daylong field trips, with train or bus the usual mode of transportation. Costs for excursions are budgeted into the program; lower enrollments may limit the funds available for excursions.

Northwest professors may expect to have primary responsibility for developing and conducting two excursions relating to each of their own courses (depending on the budget) and to accompany the students on all general excursions for the entirety of the trip. Details and logistics are worked out later in consultation with AHA International staff in the Portland office and the program director on site.

Department Chair's Letter

A letter from each applicant's department chair should serve as a recommendation and also as permission for the applicant to be relieved of on-campus duties for the term in question. This letter should also address the applicant's abilities in the areas of teaching, advising, building rapport with students, flexibility, and the like. *Please note: the department chair's letter of recommendation is in addition to the "Endorsement of Dean and Department Chair" form, which is part of the NCSA application.*

Tips about the Application Form

A. Content

1. Texts used should be the most recent editions and the best available in your field. The NCSA textbook budget allows an average of \$40 per student per class. Although there is some flexibility in this figure, please keep it in mind when choosing required texts. It may be desirable to have parts of books photocopied for students as supplementary materials or to provide electronic copies via your professional website. Please note it is your responsibility to ensure all copyright clearances are met when photocopying materials for students.
2. Language ability and foreign travel should be detailed. Do not be modest about your language abilities. Be sure to indicate any plans you may have to improve your language skills prior to departure, if appropriate. Facility in a foreign language is not a requirement for teaching in NCSA programs (except in Oviedo), but it is an asset.
3. Be as flexible as possible about your availability. For example, if you prefer fall term but would accept an assignment during winter or spring terms, mark each of those choices on the application. You should not limit your chances unnecessarily, nor should you check any terms in which you would not be available or willing to teach abroad.
4. If your department uses student evaluations, include them with your application. They should be as recent as possible, ideally from within the last year, even if they do not relate to the courses you are proposing. The evaluations should include both quantitative ratings and narrative comments, if possible. Evaluations should ideally include comments from undergraduate students in diverse academic majors (e.g., from a survey or general-education course in your field). Make sure written comments are a representative sample.

B. Appearance

1. Pay attention to the appearance of your application. Type and proofread carefully! Use extra pages whenever necessary but identify items by number for easy reference. Answer each question on the form; do not refer to your curriculum vitae in place of an answer.
2. Please copy front-to-back as much as possible, to save on paper and postage. It is not necessary to put your application in a special folder or binder. Do not staple your application in sections.
3. Please make sure that your application includes the following items, fastened with one paperclip or small binder clip in the order indicated:
 - a) application form
 - b) course proposal(s)
 - c) curriculum vitae
 - d) letter of support from department chair or dean
 - e) student evaluations

Applicants must submit complete applications by **Wednesday, February 25, 2009** to their NCSA campus representatives. NCSA campus representatives are responsible for distributing completed applications to all consortium institutions. Please note that incomplete applications will not be distributed to the NCSA consortium for consideration.

If you have any questions, please feel free to contact the NCSA representative in your study abroad office.

OTHER IMPORTANT INFORMATION:

Selection Procedures

Each institution in NCSA solicits faculty applications from its own campus. Applications are sent to participating NCSA universities and to AHA International. Site committees consisting of NCSA representatives, AHA International staff, and former NCSA faculty evaluate the proposals. Please note that faculty applicants proposing to team-teach on a NCSA program must each complete a separate application and submit individual syllabi and his/her own curriculum vitae.

For every application, committee members look at:

- 1) proposed courses in terms of academic quality, appropriateness for site and students, and student interest; and how well they fit with the theme(s) in the cases of London and Vienna;
- 2) proposed excursions in terms of relevance to the site and courses, feasibility, attractiveness to students, and applicant's ability to conduct them;
- 3) applicant's experience in the country, and language ability, if relevant;
- 4) teaching evaluations;
- 5) applicant's ability to lead student groups abroad;
- 5) potential for professional and intercultural development on the part of the faculty applicant, and;
- 6) overall quality of the application.

Site committees make recommendations to the Council in advance of its spring meeting, to be held in Portland April 29 – May 1, 2009. Generally, two applicants for each position are nominated as finalists by the Council, regardless of school affiliation; there is no rotation of faculty positions among schools. **The finalists will be interviewed throughout the duration of the spring conference.** Applicants must be available for interviews during this time.

Each finalist will interview with a committee of NCSA representatives and AHA International staff to discuss in detail the nature of the programs and the duties of NCSA faculty. One of the main purposes of the interview is to learn more about the applicant's ability to lead student groups abroad and perform the duties associated with being a visiting faculty member abroad. After the interview, the applicant is confirmed as the primary candidate or the alternate. On occasion, an applicant may not be selected as primary or alternate. The NCSA Chair notifies candidates in late May of the results.

Both primary and alternate candidates participate in a NCSA faculty orientation, held at the conclusion of the NCSA Council's spring meeting. **Faculty orientation will be held in spring 2010, in Portland. Exact dates will be announced at a later date.** Participation in faculty orientation is a condition of selection.

NORTHWEST COUNCIL ON STUDY ABROAD (NCSA)

Faculty Application Form

2010-11

A completed application will consist of one electronic copy and two hard copies of the following: Application Form, Course Proposals, Curriculum Vitae, Endorsement of Dean/Department Chair, Letter of Recommendation from Department Chair, and Student Evaluations.

- Angers** fall 2010 (12 wks) winter/spring 2011 (12 or 18 wks)
- Athens** fall 2010 (12 wks) spring 2011 (12 wks)
- London** fall 2010 (11 wks) spring 2011 (11 wks)
- Macerata** fall 2010 (12 wks)
- Morelia** summer 2010 (3-4 wks) fall 2010 (13 wks) winter 2011 (10 wks) spring 2011 (10 wks)
 summer 2011 (3-4 wks)
- Oviedo** fall 2010 (11 wks) winter/spring 2011 (10 wks)
- Rosario** fall 2010 (13 wks) spring 2011 (13 wks)
- Siena** fall 2010 (11 wks) winter 2011 (11 wks) spring 2011 (11 wks)
- Vienna** spring 2011 (12 wks)

(Please circle the site for which you are applying and mark an X next to each term you are available to teach.)

- Check here if applying to teach at another NCSA site and completing another application. Which site? _____
- Check here if you are proposing to teach as part of a team. If so, each person is required to submit a complete application and, if selected, be available for an interview and faculty orientation.
- Check here if applying for other teaching/research programs during this same period.

Title of Proposed Course #1 _____

Title of Proposed Course #2 _____

1. Name _____ E-mail _____
2. NCSA institution at which you teach _____
3. Department in which you teach _____
4. School address _____
5. Home address _____
6. Home phone _____ Office phone _____
7. If available, please provide address of your professional website _____
8. Have you taught on a NCSA program previously? * ___ Yes ___ No
- If yes, please indicate site(s) and year(s) _____

*Note: Faculty members applying to teach in the same site for which they were previously selected, should include a 1-page statement explaining the additional professional development they hope to gain by joining the same program again. In some cases, first-time applicants who are otherwise equally well qualified may be given preference over repeat applicants for a particular program site.

9. What courses do you regularly teach? _____

10. If teaching is not your full-time occupation, what is your present position?

11. Education (principal colleges/universities attended, or equivalent professional training)

Institution	Location	Dates Attended		Degree	Date
		From	To		
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

12. Academic specialization -- graduate and undergraduate (please describe briefly):

13. College or university teaching (most recent first):

From	To	Title or Position Held	Name/Location of Institution
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

14. Have you had experience teaching U.S. students in a foreign setting, or other analogous teaching experience? If yes, please describe.

15. Please describe briefly any related international experience of significance you may have had either as instructor or participant in study abroad programs, involvement in student activities with international relevance, or attendance at international meetings.

16. Foreign languages and levels of competence:

17. International travel (where, when, and for how long?)

18. What special qualifications do you have for teaching the proposed course(s) or analogous ones?

Course 1 _____

Course 2 _____

19. The study abroad experience differs from the traditional classroom experience in that students are balancing academic coursework and direct immersion in the culture. Study abroad courses present the instructor with an opportunity to employ nontraditional and innovative approaches to teaching and student evaluation. Please describe at least two innovative or special teaching techniques you plan to use in the proposed course(s).

20. How would you integrate regularly-offered program excursions into your courses? (Please see the AHA website for more details on excursions) What other ideas do you have for course-specific excursions? How will you maximize use of the study site itself, for mini-excursions during class time and/or as homework?

21. In addition to proposed excursions, please give some examples of how your course(s) will integrate into the program location and also complement the existing course offerings (please see AHA website for details on current course offerings).

22. One major expectation of faculty members selected to teach at a NCSA site is extensive promotion and publicity of their particular course(s), site and term(s) leading up to the relevant application deadline, both on their own campuses and throughout the NCSA consortium. Please describe in detail your ideas for the best three to five methods for promoting your NCSA courses and site at your own campus, and at least one or two ideas for promotion on other campuses. We are looking for ideas beyond what AHA International already provides (e.g., general website and general program fliers).

23. Please describe any experience providing pastoral or mentoring care to students (or young adults in general) in settings outside the traditional U.S. collegiate classroom. If you have dealt with one or more difficult cases, please describe (without implicating anyone) what you learned from one or more of those experiences, and how you might utilize this knowledge in a study abroad program environment like those found in NCSA programs. Repeat applicants are encouraged to address this question to their prior NCSA experience(s).

24. Please submit a representative range of student evaluations of several pertinent undergraduate courses you have taught recently. These evaluations (which should include both quantitative ratings and narrative comments, if possible) are an important part of the screening and selection process. If they are not available, please explain.

25. Please describe in what ways you will utilize your NCSA teaching experience once you return to your home campus to promote further internationalization of your institution. This will vary from campus to campus, but may include activities such as promotion of study abroad, infusing existing courses with international content or creating a new permanent course.

26. Please use the NCSA Faculty Course Proposal forms included in this application. Information about course requirements, which vary from site to site, is available in the Announcement of Faculty Positions Abroad handout that accompanies this application. Note: Course proposals should not have prerequisites; you cannot assume that students will have a background in your discipline.

NCSA Visiting Faculty Applicant Agreement:

If named to a NCSA teaching position, I agree to

- a) actively recruit students from my campus to participate in the NCSA program and cooperate with AHA International and NCSA members to recruit students from other NCSA campuses. I understand that recruitment affects the number of students who participate in the program and therefore impacts the student expenditure allowance I will utilize while teaching abroad;
- b) carry out the responsibilities described in the "Role of Faculty in NCSA/AHA International Study Abroad Programs" and uphold the NCSA Academic Standards (enclosed in this application packet)
- c) administer the student evaluation forms the NCSA Council requests, specifically including evaluations of my own teaching. I understand that these evaluations will be circulated to member institutions and may be made available to students and faculty;
- d) submit grades for each student at the end of the program, meet regularly with my classes according to the schedule worked out with the site director, and cooperate with the site director in the general administration of the program, e.g., scheduling of classes, reporting course changes, withdrawals, office hours, scheduling excursions.
- e) submit a comprehensive final report, due 30 days after completion of the program.
- f) support NCSA programs after I return from my teaching assignment, by promoting programs to prospective students, as well as to faculty who may have interest in teaching abroad.

Signed

Date

Applicant's Printed Name

NCSA Faculty Course Proposal 2010-11

In order to evaluate all course proposals appropriately, NCSA site committee reviewers request that applicants use the following structure to prepare course proposals and syllabi.

Please note that course proposals should complement existing course offerings provided by NCSA faculty on site. Please contact your NCSA representative or <http://www.ahastudyabroad.org> for course listings.

Name _____

Department _____ University _____

Proposed Course Title #1 _____

NCSA site this course is proposed for _____

Term availability (please check each term for which you are willing and available to teach):

Fall term _____ Winter term _____ Winter semester _____ Spring term _____

Recommended course level: 300 _____ 400 _____ Language of instruction _____

ALL APPLICANTS: If your course is interdisciplinary in nature, please suggest departments/disciplines other than your own that the course could be submitted to for consideration of course credit.

Please attach a syllabus that includes the following:

- 1) Course content – brief description (no more than 100 words) appropriate for inclusion in the NCSA brochure
- 2) Course objectives, number of contact hours proposed (see “teaching opportunities”)
- 3) Suggested excursions; include relevance to course
- 4) Instructional methodology
- 5) Method of evaluation/grading
- 6) Course readings/texts (use standard citation including author, title, publisher, year, etc.)
- 7) Proposed daily/weekly schedule.

Please put your name and pagination on any attached documents.

NCSA Faculty Course Proposal 2010-11

In order to evaluate all course proposals appropriately, NCSA site committee reviewers request that applicants use the following structure to prepare course proposals and syllabi.

Please note that course proposals should complement existing course offerings provided by NCSA faculty on site. Please contact your NCSA representative or <http://www.ahastudyabroad.org> for course listings.

Name _____

Department _____ University _____

Proposed Course Title #2 _____

NCSA site this course is proposed for _____

Term availability (please check each term for which you are willing and available to teach):

Fall term _____ Winter term _____ Winter semester _____ Spring term _____

Recommended course level: 300 _____ 400 _____ Language of instruction _____

ALL APPLICANTS: If your course is interdisciplinary in nature, please suggest departments/disciplines other than your own that the course could be submitted to for consideration of course credit.

Please attach a syllabus that includes the following:

- 8) Course content – brief description (no more than 100 words) appropriate for inclusion in the NCSA brochure
- 9) Course objectives, number of contact hours proposed (see “teaching opportunities”)
- 10) Suggested excursions; include relevance to course
- 11) Instructional methodology
- 12) Method of evaluation/grading
- 13) Course readings/texts (use standard citation including author, title, publisher, year, etc.)
- 14) Proposed daily/weekly schedule.

Please put your name and pagination on any attached documents.

ENDORSEMENT OF DEAN, DEPARTMENT HEAD, DIVISION CHAIR

Faculty who teach for NCSA remain on their institutional payroll, with all sabbatical, fringe, and retirement credits. The university receives a reimbursement of \$8,000 (this includes OPE) when a faculty member teaches for NCSA. NCSA faculty also receive round-trip transportation, housing, insurance, and excursion expenses. Please note that the method of compensation may differ for retired or adjunct faculty selected to teach for NCSA.

I support the application of _____, candidate for a NCSA teaching position abroad. If this person is nominated by the NCSA Council, I agree to release the nominee from departmental responsibilities in the Department of _____, with the understanding that the Department will be compensated as stated above for this person's absence.

DEAN Printed Name

Signature

College or School

Date

DEPARTMENT HEAD Printed Name

Signature

Department

Date

DIVISION CHAIR Printed Name

Signature

Department

Date

A letter of recommendation from the applicant's department chair is a requirement of the application process. The department chair should comment on the applicant's skills relating to teaching, advising, rapport with students, flexibility, and the like. The letter of support from the department chair is in addition to this form.

**Northwest Council on Study Abroad (NCSA)
Announcement of Faculty Positions Abroad**

*Angers . Athens . London . Macerata . Morelia
Oviedo . Rosario . Siena . Vienna*

2010-11

**Application Deadline: Wednesday, February 25, 2009
Interviews for faculty finalists: April 29 – May 1, 2009**

Faculty at universities belonging to the Northwest Council on Study Abroad are invited to submit applications to teach at the NCSA program sites listed above. Applicants must submit **one electronic copy**, as well as **two hard copies** of application materials to the study abroad offices on their campuses by the deadline shown above.

TEACHING OPPORTUNITIES:

Following are brief descriptions of the study sites and disciplines from which the Council is seeking faculty applications. **Program and site-specific information is available at <http://ahastudyabroad.org/>. Faculty should refer to this information before beginning to develop their courses.** For additional information, you may also contact the NCSA representative on your campus.

Faculty should note that if selected to teach on NCSA programs, they will be provided housing at the program site for the duration of their teaching assignment. Amenities vary from site to site, but in all cases faculty apartments are fully furnished and include the basic cookware, linens and other items needed for daily living. Descriptions of the housing available at each site are included in the pages that follow. Please keep in mind that each site may have certain limitations based on the housing available and that in general the apartment provided will be smaller than that to which many American families may be accustomed. For two faculty applying to team teach at a NCSA site, housing is limited to that which is provided on site for one faculty member. Additional requirements, e.g., a separate apartment, are the financial and logistical responsibility of the faculty team. **Please note: Some sites require visiting faculty to provide a damage/cleaning deposit upon arrival.**

Rosario, Argentina

Site/Program Information

With 1.2 million inhabitants, Rosario has an alluring cosmopolitan feel, supporting theaters, art museums, historical mansions, national monuments, and two professional soccer teams. Located 200 miles upriver from Buenos Aires on the Paraná River, the city has a rich history influenced by European ancestry in a uniquely South American way, giving the busy city center a flavorful charm evident in its language, style, and cuisine. Located at the Universidad Nacional de Rosario, the program offers Spanish language instruction from beginning to advanced levels, with business courses conducted in English and humanities courses conducted in Spanish, as well as a class, Contemporary Issues in Human Rights: Argentina and Latin America, taught in English.

Teaching Opportunity

Fall 2010 and **spring 2011** terms (13 weeks)

Seeking one faculty member each term to teach two 5-credit courses, in English *or* Spanish, at the upper division level. Although fluency in Spanish is not required, applicants should have sufficient proficiency to function independently in Argentina.

Brief description of course previously taught at this site

Argentine Film: A Trajectory of Social Critique From The "Dirty War" to Globalization

Taught fall 2008 by Maureen Dolan, Sociology, Western Oregon University

Examine how the Argentine film media has presented a range of critical perspectives on social and political issues debated in the national political arena. Students will view films relating to the following topics: the "Dirty War" and aftermath; the impact of Globalization and Neo-liberalism, and Immigration.

Housing Information

The faculty apartment is located downtown, near the site where classes are taught and close to the city downtown area. The program does not own the apartment, but instead rents an apartment for the visiting faculty member. Because of this, location of the apartment is not constant. Typically, the faculty apartment is 2 bedroom, 2 bath, with a living room and kitchen. The kitchen is fully furnished and includes a microwave, coffeemaker, toaster, and juice maker. Sheets, towels and blankets are provided. TV (equipped with cable) is generally provided. The apartment has internet but no telephone. Faculty are invited to get their own cell phones upon arrival.

Vienna, Austria

Site/Program Information

Located in the center of Europe, Vienna has always been a melting pot for different nationalities. This influx of people and culture has created a uniquely fertile atmosphere in which arts and thoughts have developed and grown. With the recent changes in Europe, Vienna's location also makes it the ideal site from which to observe history in the making. NCSA offers the Vienna program in cooperation with the Midwest Consortium for Study Abroad (MCSA). The program includes German language study at multiple levels, a selection of courses taught in English by European faculty, and one course each term taught on a yearly rotating basis by faculty from NCSA and MCSA. Faculty from NCSA institutions will teach in Vienna in 2010-11.

Teaching Opportunity

Spring term 2011 (12 weeks)

Seeking one faculty member to teach one 5-quarter credit course at the upper division level. NOTE: The spring program integrates courses on Music and Psychology.

Brief description of course previously taught at this site

Crosscultural Industrial/Organizational Psychology in Vienna

Taught fall 2008 by Vic Savicki, Psychology, Western Oregon University

Organizations in all countries share the need to enhance productivity and to foster innovation and commitment from their employees. Examine the transitions of organizations from domestic to multinational entities. Explore how they account for cultural differences as they adapt to the global environment. Discuss the implications of ignoring culture and the conflicts that can result.

Housing Information

A furnished apartment, appropriate for an individual or couple, is provided for visiting faculty. The apartment, which has been newly refurbished, offers one bedroom, kitchen with a dining room connected, a living room/study area with TV and desk w/printer (broadband internet access provided by AHA). Faculty are expected to bring their own laptop for personal access in the faculty apartment. Please be sure to insure your computer. A computer is provided for faculty use in the office. A sofa, which can be converted into a bed, offers additional sleeping possibilities in the living room, but it should only be viewed as short-term possibilities for visitors. The kitchen is simple, but well-equipped. The bathroom is small and includes a bathtub/shower and a washing machine. There is an industrial washing machine and dryer in the basement which can be utilized with tokens purchased from the property manager.

The apartment is in the 5th district of Vienna, close to the Naschmarkt (10 min walking distance), the center (20 min walking distance) and has several connections (bus, underground) to get to the school within about 30 minutes.

London, England

Site/Program Information

The London program is held at AHA International's study center in the Bloomsbury District, near the British Museum. The program's location places students and faculty close to major museums, monuments, galleries, and theaters.

NOTE: Northwest faculty who have taught for NCSA in London may apply to return to London only if *three years* have passed between application cycles; e.g. faculty teaching in 07-08 are eligible to apply in fall 2010 for the 2010-11 cycle. Faculty who have taught in London are immediately eligible to apply for other NCSA sites for which they are eligible.

Teaching Opportunity

Fall and spring terms 2010-11 (11 weeks).

Seeking one faculty member each term to teach two 5-quarter credit, **theme-related**, courses at the upper division level. The London program is organized around the following themes. Faculty should propose courses that fit the theme for term(s) they are applying:

Fall term: Contemporary Britain

Courses will explore modern British cultural trends from the perspectives of art, literature, politics and nationality.

Spring term: Divided Britain

Courses will explore the changing nature of the contemporary UK from the perspectives of art, literature, theatre studies and nationality.

Brief description of course previously taught at this site

British Towns and Cities

Taught fall 2008 by Thomas Harvey, Geography, Portland State University

Explore the London metropolitan region and examine the concepts of urban geography and their expression in the built environment. Study architecture and urban landscapes as cultural creations - places where people live, work, and play - and explore the social and economic forces that give towns and cities their form and image. Participate in group excursions and independent fieldwork in and around London.

Housing Information

The apartment is located within a 4-minute walk of King's Cross railway station, 10 minute walk from the London Centre just across the road from the British Library. This compact two bedroom ground floor apartment is fully self-contained and equipped in a secure apartment block with resident Caretaker. In addition to the bedrooms, there is a lounge, kitchen, bathroom and separate toilet, all connected by an entrance hall. Faculty are expected to bring their own laptop for personal access in the faculty apartment. The property is centrally heated using electrical storage heaters. The bedrooms, lounge and hall have fitted carpets.

The Landlord of this apartment agrees to the presence of a maximum of two children. It is expected that when play activities are undertaken in the courtyard, which is considered a 'safe' area, children should be supervised by a parent/caregiver. Children must conduct themselves in an appropriate manner, respecting the privacy of other apartment owners and tenants. Noise levels must be kept to a minimum in all cases. There are local parks and play areas close to the apartment.

Angers, France

Site/Program Information

Located in Angers, in the western part of the Loire Valley, the program is held at Le Centre International D'Etudes Françaises (CIDEF), the French language institute of the Université Catholique de l'Ouest. Students choose from two different "tracks": (1) the language-immersion program, which includes a wide range of courses in French language and culture, offered in French by CIDEF, and leading to a possible certificate of completion; **OR** (2) the language-and-culture program, which includes an intensive course in French language (taught in French) plus two or more additional courses taught in English. The two courses offered by the visiting NCSA professor are part of the language-and-culture program. The two programs may follow somewhat different schedules.

Teaching Opportunity

Fall term 2010 (12 weeks), **spring 2011** (12 weeks or 18 weeks).

Seeking one faculty member each term to teach two, 4-quarter credit courses, at the upper division level. All courses must be taught in English, since the Angers program is intended to accommodate beginners in the French language, as well as more advanced students. Faculty from French departments may also elect to add a French "track" within one of the two proposed courses, allowing French majors who enroll in the course to complete their readings in French, write their exams or essays in French, and perhaps have an extra discussion session conducted in French periodically (i.e., so that French majors and minors may be able to receive applicable credit on their respective campuses). However, this major "track" is **not** a mandatory component for French professors. NCSA faculty in Angers must be sufficiently proficient in French to perform basic administrative tasks and to assist during some excursions, though full proficiency is not required.

Brief description of course previously taught at this site

Anjou Under The Occupation

Taught fall 2008 by Robin Walz, History, University of Alaska Southeast

Explore *les années noires* of the Nazi Occupation of Western France during WWII. Examine the myth that arose upon Liberation that during the war the French population divided either into *Collabos*, who cooperated with the Nazis, or *Résistants*, who fought against them. Discover the historical dramas that unfolded, from the heroism of resistance fighters in Nantes, to the tragedy of French Jews transported to Anjou only to face later deportation.

Housing Information

The apartment in Angers can easily handle a family of four. There are two bedrooms, one with a queen size bed and one with twin beds. There are two bathrooms (French definition), one with a shower and one with a shower and tub, and one toilet. The apartment has a well-equipped kitchen, a television, a VCR, a DVD player, and a computer (PC). The apartment is located in downtown Angers about 20 minutes (walking) from the university. This is a great location in terms of proximity to the campus and to shopping, however, former professors have found it to be noisy. Light sleepers should bring ear plugs. In the summer of 2008, construction began on the new tramway line which will eventually run up the street where the apartment is located. This has created increased daytime noise and has made the street a bit inconvenient to navigate, even for pedestrians.

Athens, Greece

Site/Program Information

The Athens Centre, an educational organization whose modern Greek language program is one of the most comprehensive in Greece, is home to the NCSA program. The core curriculum consists of courses taught fall and spring terms by faculty from the Athens Centre. These courses are supplemented by two courses taught by NCSA faculty. Except for Greek language, all courses are taught in English.

Teaching Opportunity

Fall term 2010 and spring term 2011 (12 weeks)

Seeking one faculty member each term to teach two 5-quarter credit courses, in English, at the upper division level.

Brief description of course previously taught at this site

Greek Worldviews in Words and Images

Taught fall 2008 by Alena Ruggerio, Communications, Southern Oregon University

Examine discursive and visual texts from classical to modern Greece - plays, poetry, orations, newspapers, advertisements, websites, sculptures, mythological narratives, folk tales, and more. Explore Aristotle as the first to introduce methods of rhetorical criticism. Evaluate the symbols humans exchange in the process of making meaning in Greece.

Housing Information

Different arrangements are made in fall term and spring term. Both apartment arrangements are suitable for a couple with one child, possibly two children, if they can share a bedroom and the family doesn't mind living in a much smaller space than Americans are accustomed to.

Fall term: Two bedroom apartment (one room with double bed, one room with twin beds), living room with dining area, kitchen, bathroom, balcony. Can be used for seminars if the instructor wishes, and for student gatherings if no one minds a bit of crowding and floor sitting. Washing machine in apartment. Located five minutes walk from the Athens Centre classrooms and office. **Spring term:** Not a specific apartment, but we use either a one or two bedroom flat, depending on availability and needs of the professor. The one bedroom has a double bed, the two bedroom has a double bed and usually two singles in the second room. Living room with dining area, kitchen, bathroom, washing machine. Located five to 15 minutes walk from the Athens Centre classrooms and office. Can be used for occasional small student gatherings or seminars.

Macerata, Italy

Site/Program Information

The hill town of Macerata, located in Le Marche (The Marches) in east central Italy, just a few miles from the Adriatic Sea, is the site of this program. Language classes are held at the Università degli Studi di Macerata. Other classes, taught in English, are held in the AHA International classrooms near the University. This program is offered in cooperation with the Midwest Consortium for Study Abroad (MCSA). NCSA selects faculty for the fall term and MCSA for the winter semester program.

Teaching Opportunity

Fall term 2010 (12 weeks).

Seeking one faculty member to teach two 5-quarter credit courses, in English, at the upper division level.

Brief description of course previously taught at this site

American Fictions of Italy: Expatriate Narratives

Taught fall 2008 by Sandra Holstein and Michael Holstein, English, Southern Oregon University

Discover Italy as a source of knowledge and pleasure in the words of American writers from the last two centuries. Examine the different national characteristics and cultural norms that inevitably cause ethical dilemmas and explore how they are resolved either in self-awareness and maturation or in disillusionment and destruction. Compare and contrast your personal experience in Macerata to what you learn about Italy from the expatriate fiction of our best writers, classic and contemporary.

Housing Information

The faculty apartment is only few yards away from the AHA program classrooms and offices. It is located in one wing of the same building, and it is separated from AHA premises by a common courtyard. The AHA complex is located in the historical center of Macerata. There are at least three grocery stores, fruit and vegetable shops and bakery shops within two or three blocks away. A little supermarket is six to seven minutes away. Within the same distance you have also four restaurants/pizzeria, two pubs and several bars and cafes. The apartment can easily and comfortably accommodate four people (two parents and two children.). There is a master bedroom and another bedroom with two single beds. Short-term guests can be accommodated if a family of less than four are occupying the apartment. There is a fast ADSL internet connection. Note: National Law, and the general attitude of the Italians, limits use of central heating, even during the winter months, to only 10 hours per day. Heating is very expensive and visiting faculty members should be prepared to follow these guidelines as well.

Siena, Italy

Site/Program Information

In this intensive language program situated in the heart of Tuscany, students are enrolled in Italian classes arranged by AHA International. All classes are taught by European and NCSA faculty and are offered in the AHA International classrooms located in the old city center.

Teaching Opportunity

Fall, winter, spring terms 2010-11 (11 weeks).

Seeking one faculty member each term to teach two 5-quarter credit courses, in English, at the upper division level.

Brief description of course previously taught at this site

The Jews of Italy: From the Romans to the Holocaust

Taught fall 2008 by Judith Baskin, Judaic Studies/Religious Studies, University of Oregon

Explore how the Jews of Italy, the oldest continuous Jewish community in Europe, have lived from Roman Empire to the end of World War II. You will take an interdisciplinary approach to the transformations in Jewish life during this almost two thousand year period. Several excursions are included in the course.

Housing Information

There are two options for the faculty apartment in Siena. One is located outside the city walls and four people can comfortably stay there. The walking distance is about 40 minutes to the AHA office. From the bus stop you can take small buses that go directly into town (in 6-7 minutes) near the main square, *Piazza del Campo*, or other regular buses that take you close to the AHA office (in 10 minutes). The other apartment is located downtown, not even five minutes walking distance from AHA. Two or three people can stay here.

Morelia, Mexico

Site/Program Information

Offered in cooperation with the Universidad Latina de America (UNLA), this program, focused on Latin American Studies, is located in the beautiful central highlands of Mexico encourages exploration of the social and economic challenges associated with population movement between Mexico and the US. Designed primarily for students training for careers in social services and related fields, the program combines classroom learning and field experience working with Spanish-speaking populations in Mexico and in the US.

Teaching Opportunity

Fall term 2010 (13 weeks), **winter term 2011** (10 weeks), **spring term 2011** (10 weeks)

Seeking one faculty member fall, winter, and spring terms from departments with academic interests in North-South relations, U.S.-Mexican relations including "the social, environmental, ecological, cultural, political and economic impacts associated with Migration" (including but not limited to anthropology, sociology, criminal justice, social sciences, history, psychology, social work, geography, Latin American studies, public health, political science, and environmental science) to teach two 4-quarter credit courses (40 contact hours in class), in English, at the upper-division level. Spanish is not required, but can help faculty in their adaptation to Morelia and relationships with colleagues at UNLA and Morelia. UNLA students often enroll in the visiting faculty courses as well, providing for a diverse classroom environment.

Summer term 2010 and Summer term 2011 (3-4 weeks, typically the last three weeks in July)

Seeking one faculty member summer term in Education to teach one 4-quarter credit course (30 contact hours in class, 10 hours of supervised fieldwork), in English, at the 400/graduate level. Spanish is not required, but can help faculty in their adaptation to Morelia and relationships with colleagues at UNLA and Morelia.

Brief description of course previously taught at this site

The Impact of North-South Migration in Michoacán

Taught fall 2008 by Robert Selby, University of Oregon

Explore how remittances from migrant workers affect communities in Michoacán. Develop an understanding of why Michoacán receives more financial support from migrants to the US than any other state in the Mexican Republic. Focus on the impacts to individuals families and communities when residents move north and either return to their native communities or create bridges between the US and home.

Housing Information

Quoted from recent visiting faculty member: "The faculty housing is pleasant and comfortable, in a relatively tranquil, middle-class neighborhood of new homes at the east end of town. The commute is long-ish, but straight-forward and I found it easy to read on the bus. The trade-off is that the house was a comfortable fit for the three of us and an occasional visitor, has a fine kitchen, a washer and dryer, a good wireless internet connection and even a weekly cleaning lady! There's a supermarket quite close by in the mall. The house is close to some interesting hiking, both for the natural and social environment."

Oviedo, Spain

Site/Program Information

The University of Oviedo is home to this program, which offers intensive Spanish language instruction and area studies in art history, literature, and history. The courses are taught in Spanish to NCSA students with at least one year of college-level Spanish.

Teaching Opportunity

Fall term 2010 (11 weeks), **winter/spring 2011** (10 weeks – but note: the NCSA faculty member is on site the first 10 weeks of an 18-week semester, coinciding with winter term calendars at quarter schools. Faculty able to stay for the entire 18 weeks are encouraged to do so.)

Seeking one faculty member each term to teach one 5-quarter credit course, in Spanish *or* English, at the upper division level. Preference will be given to applicants proposing to teach in Spanish. NCSA faculty in Oviedo must be sufficiently proficient in Spanish to perform administrative tasks and to co-lead student excursions.

Brief description of course previously taught at this site

Literature and Arts Connected to Spanish Civil War

Taught fall 2008 by Mónica Lara, Spanish Language, University of Oregon

Enhance your understanding of Spanish literature, arts and culture while focusing on the Spanish Civil War. Examine the debate of "The Two Spains" through short stories, romances, essays, poems, films and a drama.

Housing Information

The faculty apartment is located four blocks from the AHA study center and the University of Oviedo campus. There are a lot of small neighborhood grocery shops nearby and a big mall one block away, as well as plenty of restaurants. The city center is about 10 blocks away. The apartment has two bedrooms, one with double bed and one with two beds (the second bed pulls out from underneath the first bed). A third bunk bed located in the small office. The apartment can accommodate a couple with one or two children. There may be room for short-term guests, depending on the size of family accompanying the visiting faculty member. The apartment has wireless internet and cable TV.

NCSA VISITING FACULTY POLICIES AND STANDARDS

Faculty Responsibility

A teaching assignment in a NCSA program is a full-time position. It is very different from, and much more demanding, than teaching on campus. The faculty member's role is primarily that of instructor, although administrative and counseling duties (academic and personal) may be involved as well. Faculty are in relative isolation from the participating institutions and the sponsoring organization and are without many permanent facilities on site. Consequently, in selecting faculty the Council is looking for applicants with the variety of talents and skills necessary to cope with the diverse responsibilities the program demands.

Please read carefully the "Role of Faculty in NCSA/AHA International Study Abroad Programs," which is included with the application form. NCSA faculty are asked to sign the document after selection, indicating they have read and agree to the terms of the assignment.

Applicants are encouraged to discuss their course ideas with the NCSA Representative at their respective university campus and to bring in a draft of their application for review.

Compensation

Faculty who teach for NCSA remain on their institutional payroll, with all sabbatical, fringe, and retirement credits. The university receives a reimbursement of \$8,000 (this include OPE) when a faculty member teaches for NCSA. NCSA faculty also receive round-trip transportation, housing, insurance, and excursion expenses. Please note that the method of compensation may differ for retired or adjunct faculty selected to teach for NCSA.

For two faculty applying as a team to teach at a NCSA site (two faculty spouses or colleagues who are team-teaching or teaching separate courses), compensation includes round-trip transportation for both faculty members as well as expenses while accompanying students on program-related activities and excursions. Housing is limited to that which is provided on site for one faculty member (see below). Please note that the sponsoring university receives one faculty reimbursement, not two. Two faculty applying as a team are each required to fill out NCSA application forms.

ROLE of NORTHWEST FACULTY in NCSA/AHA INTERNATIONAL STUDY ABROAD PROGRAMS

A. Basic Responsibilities

The primary responsibilities of a Northwest faculty member are to:

1. develop courses and syllabi, subject to revisions requested by NCSA prior to final confirmation of appointment;
2. choose course materials appropriate for the courses, subject to parameters set by program budget and availability, and relay this information to AHA International by a designated date;
3. actively promote NCSA programs and recruit students to apply to your specific program;
4. attend the mandatory spring faculty orientation and any on-site orientation sessions. Failure of a primary or alternate faculty member to participate in faculty orientation may result in forfeiture of the teaching assignment unless the faculty member's absence has been sanctioned by the Executive Committee;
5. arrive on site prior to program commencement, in order to meet with the site director to finalize planning;
6. offer instruction for a specified period of time at a designated study center, in accordance with the "NCSA Statement on Academic Standards" (appended) and without deviating from the course descriptions and syllabi that were approved by NCSA campuses and posted to the AHA International website;
7. cooperate with the site director and on-site faculty to plan and implement excursions and other program activities, subject to parameters set by program and logistic considerations. Please see C.3, below, for guidelines;
8. participate in all program related excursions. Please note that some excursions may require a great deal of walking, stair climbing, etc. Faculty who have concerns about issues related to mobility or who may need special accommodations, should speak with their NCSA campus representative.
9. be available to students, on a regular and emergency basis, for consultation on individual and group problems, including those of a non-academic nature;
10. report final grades to the site director by a designated date.

Acceptance of the above responsibilities constitutes conditions of employment in a NCSA/AHA International study abroad program.

B. Compensation

As compensation for these responsibilities, provision is made for the following:

1. salary from the faculty member's home institution; salary policies should be checked with the institution's NCSA representative;
2. round-trip transportation to and from the study site according to a travel policy set by NCSA. This travel policy is intended to provide either payment of or reimbursement for actual personal travel

expenses incurred by the faculty member in reaching the study site and returning to the city of residence. The faculty member can request either direct payment to an airline or travel agency or a cash reimbursement upon presentation of a written statement of expense upon completion of return travel. In either case, the amount may not exceed the value of regular economy fare to and from the study site based on the price quotation two weeks prior to the scheduled beginning of the program. If all or part of the airfare is being reimbursed by another source, it is the faculty member's responsibility to claim a lesser amount;

3. housing for the duration of the program;
4. expenses while accompanying the students on program-related activities and excursions;
5. health, accident, liability, and baggage insurance for the duration of the program.

C. Coordination of Responsibilities

NCSA and AHA International have established guidelines which outline the areas of responsibility and coordination between the site director, Northwest faculty, and on-site faculty. A spirit of close cooperation between faculty and site director is essential to achieve a climate in which the program can be successful.

1. Each program has its own resident site director. In Oviedo and Vienna, the Northwest faculty member teaches one course and may assume some administrative tasks. The teaching course load depends on the site.
2. Grades and registration changes: The site director is responsible for reporting grades and changes in class registration to each campus. Faculty members, whether Northwest or on-site, are responsible for reporting to the site director changes in registration and grades of students in their own classes.
3. Program Calendars
 - a. Class schedules are determined by the site director in consultation with the Northwest faculty and subject to such considerations as facilities and on-site faculty members' schedules. Faculty members and site directors are responsible for determining when and if class meetings are to be rescheduled.
 - b. Following their appointment, Northwest faculty are responsible for planning the content and general timing of excursions relating to their courses. Technical assistance is available through AHA International and the site director. The site director and the Northwest faculty collaborate in planning the group excursions, taking the entire term's curriculum into consideration.
 - c. As a general guideline, the Northwest professors should expect to have primary responsibility for developing and conducting two excursions relating to each of their own courses and to accompany the students on all program-wide excursions.
4. Grading and Attendance Policies
 - a. Grading practices conform to home campus policies.
 - b. Attendance policy, as a factor in grading, must be clearly announced at the beginning of the course.

D. Faculty Family and Dependents

Faculty chosen by NCSA to teach overseas may be accompanied by their family members subject to the following constraints:

1. If the spouse or companion is involved in some fashion (other than team-teaching) in the pedagogic aspects of the program, his or her participation should be clearly described in the faculty application.

NCSA courses are approved by multiple campuses so any significant change in instruction requires approval from each of the campuses which awards credit. A spouse, companion, or colleague applying to team-teach is required to submit a complete application and, if selected as part of a team, be available for an interview and faculty orientation.

2. NCSA does not normally cover the expenses of accompanying family members. In the case of two faculty spouses or colleagues who are team-teaching or teaching separate courses, compensation includes round-trip transportation for both faculty members as well as expenses while accompanying students on program-related activities and excursions. Housing is limited to that which is provided on site for one faculty member; additional requirements, e.g., a separate apartment, are the financial and logistical responsibility of the faculty team.
3. NCSA budgets are based on retaining faculty apartments which are reasonably comfortable and close to classroom facilities. Families, particularly American families, may find them cramped. AHA International staff will do its best to assist family members who accompany NCSA professors with special needs; however, it should be understood that a different apartment cannot be found each term according to changing needs. In fact, in most cases, apartments can be secured only on a long-term basis, and no change can be made.
4. Northwest faculty planning to bring school-age children should determine in advance what options are available for enrollment in local schools and any additional child care needs. AHA International on-site staff can provide assistance in gathering this information. However, Northwest faculty should plan on making their own schooling and child care arrangements for their children.
5. Faculty, just as students, should remember that they are guests of foreign hosts. Failure to monitor children's behavior, to leave apartments just as they were found at the outset, to thank school officials for accepting American students, etc. may affect the accommodations available to NCSA faculty who follow them.

E. Post-Program Role

1. Within one month of the program's completion, the Northwest faculty member is to send a comprehensive evaluation report to AHA International. AHA International will circulate the report to NCSA institutions. Note: After completion of the program the NCSA chair sends the faculty member's department chair and/or dean a letter recognizing the faculty member's contribution to the program; a copy of the letter is sent to the faculty member and to the NCSA representative.
2. Northwest faculty should be willing to assist in the promotion of NCSA programs on their home campuses. Returned faculty may be invited to assist with NCSA Faculty Orientation held each spring and to serve on NCSA site committees, which may involve assisting Council members in screening Northwest faculty applicants for future teaching assignments.

Policies and guidelines governing the NCSA/AHA International programs are more fully explained in the NCSA Faculty Handbook, which each Northwest faculty member receives after appointment.

NCSA STATEMENT ON ACADEMIC STANDARDS

Faculty teaching for the NCSA program include Northwest faculty and on-site faculty. The Northwest faculty member's position includes roles as instructor, administrator, and counselor (see Role of Northwest Faculty in NCSA/AHA International Study Abroad Programs). The on-site faculty member's position is primarily instructional (see Role of On-Site Faculty in NCSA/AHA International Study Abroad Programs).

NCSA faculty, both on-site and Northwest, should maintain high academic standards in their classes. Courses should be designed at the junior level, with the exception of language courses which may range from beginning to advanced levels.

NCSA courses must meet or exceed the following standards:

1. Minimum of 500 contact minutes per quarter credit (750 per semester credit), calculated as follows:
 - a. Each 50 minutes of structured lecture, discussion, class presentation, or guest appearance, whether in the conventional classroom or at a field site, counts as 50 minutes.
 - b. Each 100 minutes of non-structured field trip, museum or studio experience (excluding travel time) counts as 50 minutes.
 - c. Individual conferences with students do not count in the minutes per credit total, although such conferences are expected. Northwest faculty are expected to remain accessible to students, providing regularly scheduled hours of availability as well as informal time for faculty-student meetings. On-site faculty are expected to meet with students as needed, on an individual request basis and as their schedules allow.
2. Faculty shall provide students with a copy of the course syllabus at the outset of the term.
3. Two written examinations are normally required, one of which should be a final exam. Papers, projects, journals or presentations may substitute for one exam or may be required in addition to the exam(s).
4. Grades are to be based on exams, projects, papers, journals, presentations, and/or class participation. Any student work (exams, papers, journals, projects) not returned to students by the faculty should be maintained by the site director for at least one year.
5. The basis for grades must be explained to the students before the class and/or at the first session.