Visiting Professor Handbook

Semester 2012-13

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UNIVERSITY STUDIES ABROAD CONSORTIUM USAC

Your Gateway to the World℠

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CONTACT INFORMATION

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http://usac.unr.edu

USAC MEMBER UNIVERSITIES

Boise State University (Board of Directors)
California Polytechnic State University, San Luis Obispo
California State University, Chico (Board of Directors)
California State University, Dominguez Hills
California State University, Fresno (Board of Directors)
California State University, Stanislaus
Clemson University
Fort Lewis College
Humboldt State University
Hunter College
Loyola University Chicago
Michigan Technological University
Northern Arizona University
Ohio Northern University
Rice University
University of Arkansas
University of California, Davis
University of Cincinnati
University of Houston
University of Idaho (Board of Directors)
University of Iowa (Board of Directors)
University of Maine
University of Maryland
University of Massachusetts, Amherst
University of Mount Union
University of Nevada, Reno (Board of Directors; Administrative Host for Central Office)
University of Nevada, Las Vegas (Board of Directors)
University of the Pacific
University of Toledo (Board of Directors)
University of Tulsa
Westmont College
Wright State University (Board of Directors)
Xavier University

Welcome! We are pleased to have you teach for USAC as a Visiting Professor (VP). This handbook is intended to be an introduction to teaching abroad with USAC, and to help you in the coming months as you prepare to go. It may feel as though there is a long time between now and when you depart, but it will be here before you know it. Please feel free to be in touch at any time—we may be busy with current students and professors, but we are glad to have you aboard and are anxious to help you prepare.

This handbook and the information posted to your Gateway account will contain all the information you need to prepare for your experience abroad. It will be your reference as you wonder when you will get your teaching schedule (answer: pg. 17), when and how to make your travel arrangements (answer: pg. 16), how to bring along the kids (answer: pg. 14), and if you'll have a "smart" classroom (answer: it depends!).

The most important thing you can do as you prepare to go is manage your expectations of the experience, location, and host university. You may not have the electronic equipment you are accustomed to at home. Your laptop on your apartment's table may be your office. Hours, bureaucracy and institutional culture will be different than you are used to. In this sense your Visiting Professorship will be, essentially, study-abroad-for-big-kids. You may experience some culture shock. You may get frustrated with differences. Be kind to yourself and cut yourself some slack. Be flexible and expect the unexpected.

Those of you who have led "faculty-led" programs before may be pleased to discover that teaching abroad with USAC is one step closer to what it's like to teach on campus at home. You are not tour-director, camp counselor, coach and psychotherapist rolled into one, with everything on your shoulders; rather, you are part of the USAC community there, both with staff and students. You will have a Resident Director (RD) and staff with whom you are part of "the team." You have fellow faculty, most of whom will be locals, and the host university available to you. But it's also quite different from your home university. Just as we advise the students, there is only so much the Central Office, on-site staff, RD or anyone can do on your behalf to get you involved or oriented. It will take initiative on your part to find your way, your friends, your partners in crime. The on-site staff are fantastic people and most have been with USAC into double-digit years. You may have collegial relationships; you may have the chemistry to be lifelong friends. But their primary focus is the program in the big picture, the day-to-day operations in the small picture, and the students. Without initiative on your own, you may feel isolated. Reach out to the students; reach out to your peers. As with all good things, this experience will be what you make of it.

One last note: remember especially that your assumptions and expectations about concepts like service-you-are-entitled-to are tied to your own institutional and national culture. Difference is not equal to incompetence. Your expectations about schedules, information, procedures, hours of operation, turn-around in return phone calls or emails, and clerical duties are bound to be subverted in one way or the other during this adventure. Things may be more or less immediate; more or less direct; more or less blunt; more or less formal; more or less regimented; more or less spontaneous; more or less scheduled than you may prefer or desire.

That's what you've signed up for!

Be ready to be flexible, and enjoy *learning* again. The pace may be slower. The internet access may be limited. The language barrier may be greater than you imagined. The amenities you've come to expect may not be there. Patience and flexibility are a must.

In the same spirit, take the initiative to start now and research your host culture and city. Be patient and flexible as you prepare. It is completely worth the work and effort! We're happy to accompany you on this adventure. Cheers!

PHOTO CREDIT: RACHEL LANNITI

USAC's first and longest-running program—established in 1983—is in San Sebastián, Spain.

USAC MISSION AND GOALS

The mission of USAC is to provide students with the opportunity to develop the knowledge, skills, experiences and attitudes to prepare them for the global society of the 21st century. We believe study abroad is an effective way to accomplish these goals.

Goals

1. To organize and administer study abroad programs for undergraduate and graduate students which:

a) encourage and facilitate the acquisition and use of foreign languages.
b) encourage cross-cultural learning.
c) encourage students to question their own values and attitudes in a manner that leads to an appreciation for differences.
d) provide an interdisciplinary understanding of the issues of another part of the world.
e) are integrated into their course of study at home, with officially accepted credits and grades.
f) allow access to financial aid and scholarships to qualified students consistent with university policy.

2. To internationalize Member Universities by:

a) offering teaching opportunities abroad and faculty exchanges.
b) establishing links to strengthen institutional teaching and research.
c) contributing to university diversification by facilitating the recruitment of foreign faculty and students.
d) supporting international initiatives on campus.

USAC PROGRAM SITES

USAC offers two types of programs: Specialty and Partnership. Specialty programs—in which you will teach—are wholly designed and operated by USAC. Each Specialty program is located on a university campus and has a Resident Director (most of whom have a Ph.D.) who hires faculty, arranges housing, organizes field studies and excursions and assures the general well-being of students overseas.

Partnership programs differ in that students are enrolled in that foreign university and generally have access to that university's full curriculum and International Programs Office. Most of these are English-speaking countries or countries in which instruction is conducted in English and USAC students participate in that partner's international student program.

SPECIALTY PROGRAMS

Chile: Santiago
China: Chengdu
China: Shanghai
Costa Rica: Heredia
Costa Rica: Puntarenas
Costa Rica: San Ramón
Czech Republic: Prague
England: London (summer)
England: Brighton (summer)
France: Pau
Germany: Lüneburg
Ghana: Accra (summer)
India: Bangalore
Ireland: Galway (summer)
Italy: Torino
Italy: Viterbo
Spain: Alicante
Spain: Bilbao/Getxo
Spain: Madrid
Spain: San Sebastián
Thailand: Chiang Mai

PARTNERSHIP PROGRAMS

Australia: Gold Coast at Griffith University
Australia: Melbourne, Geelong and Warrnambool at Deakin University
Denmark: Copenhagen at Copenhagen Business School
England: Brighton at University of Brighton
England: Bristol at University of Bristol
England: Reading at University of Reading
England: London at London Metropolitan University (sem/yr)
Ghana: Accra at University of Ghana (sem/yr)
Ireland: Cork at University College Cork
Japan: Hiroshima at Hiroshima University
Japan: Nagasaki at Nagasaki University of Foreign Studies
Japan: Osaka at Kwansei-Gakuin University
Korea: Seoul at Yonsei University
New Zealand: Auckland, Wellington, and Palmerston North at Massey University
Norway: Oslo at University of Oslo
Netherlands: The Hague at The Hague University
Scotland: St. Andrews at University of St. Andrews
Scotland: Stirling at University of Stirling
Sweden: Växjö Kalmar at Linnaeus University

USAC ORGANIZATIONAL OVERVIEW

The University Studies Abroad Consortium (USAC) consists of 33 US universities and has provided study abroad opportunities for 30 years. USAC has programs in 39 locations in 24 countries. The policies and management of the consortium are overseen by a Board of Directors (comprised of representatives of the original nine universities that formed USAC) with the objective of providing quality study abroad programs and internationalizing the member campuses. Through the joining of resources and students, USAC is able to provide well-organized, academically credible programs—and more options—with less expense at consistently higher quality than any one university would be capable of accomplishing alone.

Students have the choice of participating in either a Specialty or Partnership program. Specialty programs (on which you will be teaching) offer intensive language tracks as well as an assortment of courses from disciplines such as economics, political science, history, etc. Furthermore, it may offer a concentration of courses in one discipline, such as international business in Shanghai, China; ecology in San Ramón, Costa Rica; and art history in Madrid, Spain. Courses are usually available in both English and in the local language. Students are taught by local and visiting US professors and attend class primarily with other USAC students. Specialty programs are almost always located on the campus of a foreign university. All of the resources at that university are available to students and provide extraordinary integration opportunities: cafeterias, computer labs, recreational facilities, activities, clubs, etc. Due to the nature of Partnership programs, students participate in classes with native students of that country.

Academic Framework

The USAC Specialty program courses meet or exceed accrediting standards set by the Commission on Colleges of the Northwest Association of Schools and Colleges recognized by the Council on Postsecondary Accreditation and the US Department of Education. USAC is reviewed by this agency as part of its review of the University of Nevada, Reno and other Member Universities.

For each credit offered, 15 contact hours (50 minute class time with a 10 minute break) is required. A three-credit class requires 45 contact hours per term. USAC semesters run approximately 14-15 weeks, depending upon breaks, and typically are concurrent with US semesters. Full-time enrollment is 12 credits or more. Most USAC students take approximately 15-18 credits per semester. Summer sessions vary in length from 3-6 weeks; most locations have two summer sessions. Our Winter Session in Puntarenas, Costa Rica, runs for 3 weeks.

All courses and faculty are approved by at least three different US universities belonging to the consortium. These universities include the University of Nevada, Reno, the University of Nevada, Las Vegas and the University of Idaho. As circumstances warrant, specific programs are often times reviewed by departments of additional Member Universities; for example, our China program was additionally reviewed by faculty from the University of Iowa. Courses and faculty are approved by the department chair and dean at each university. All Member Universities are encouraged to review and approve all courses.

All of USAC's Spanish language courses are assessed on an ongoing basis by Dr. Asun

PHOTO CREDIT: USAC SAN RAMÓN

USAC's program in San Ramón, Costa Rica is hosted at the Universidad de Costa Rica - Sede de Occidente.

Martinez, linguist and academic coordinator. Dr. Martinez ensures consistency among courses in Spain, Chile, Costa Rica, and Mexico as well as continuity for re-entry into appropriate levels in the US university system. Dr. Martinez has an M.A. from the University of Iowa and a Ph.D from Cornell University. She is on the cutting edge of foreign language assessment, researching and publishing on the topic. She collaborates professionally with Dr. Judith Liskin-Gasparro, the Spanish Language Coordinator at the University of Iowa, and Dr. Nelson Rojas, of the Spanish department at the University of Nevada, Reno, as well as others in the field.

Course descriptions and syllabi are available upon request as students often need to provide them to their home university advisors.

Organizational and Program Resources

The minimum credentials of faculty on our Specialty programs are a Masters degree; many have a Ph.D. Faculty experience varies with the average time teaching for USAC being approximately 10 years. USAC does not offer tenure for faculty abroad; consequently, they must all receive above average/excellent student evaluations to have their contract extended. Every semester, the overall program, courses and faculty are evaluated by students and professors. These evaluations are reviewed by the faculty, the Resident Director, the academic supervisors (if appropriate) and by professionals at the USAC Central Office. Very serious attention is given to these evaluations.

Member University faculty also have the opportunity to teach on USAC programs as Visiting Professors, offering a variety of courses every term and having ample opportunity to observe the program from within. These opportunities provide firsthand experience of USAC as well as serve to internationalize each Member University by giving its professors the chance to teach

abroad, create new areas of teaching and research with an international dimension, strengthen links with international colleagues, and expand their own knowledge and interest of the world, and of specific languages and cultures. USAC allows Member Universities to provide grant opportunities to faculty and staff to study as students on Specialty programs during the summer sessions. These faculty and staff are encouraged to make recommendations and provide input and add to the continued assessment of the programs.

USAC is a member of several associations throughout our host countries that serve to evaluate and set the standard for academic programs. For example, USAC belongs to the Association of American Programs in Spain (APUNE), a cultural non-profit organization which offers its services to American study abroad programs. APUNE programs share the common objective of promoting quality studies in Spanish for American students. In their commitment to maintaining these high standards, member programs are evaluated every seven years in an ongoing process to renew areas and reinforce positive aspects of their activities.

Policies and Procedures

USAC revises its organizational policies and procedures each year and provides relevant policies to students upon acceptance via the *Program Agreement*. USAC also has in place an extensive system of policies and procedures related to academic procedures, health and safety, emergency communications, faculty and program evaluations, and so on. All policies are available upon request.

Student Selection and Code of Conduct

For most programs, any student currently enrolled or eligible to be enrolled in a university who has an overall GPA of 2.5 or better on a 4.0 scale and who qualifies for admission at a USAC Board Member University is eligible to apply to a USAC program. Programs with a higher GPA requirement include: Melbourne, Australia; Copenhagen, Denmark; Brighton, England; Bristol, England; London, England; Reading, England; Accra, Ghana; Bangalore, India; Cork, Ireland; Hiroshima, Japan; Seoul, Korea; Msida, Malta; The Hague, Netherlands; Auckland, Wellington, and Palmerston North, New Zealand; Oslo, Norway; St Andrews, Scotland; Stirling, Scotland; Växjö, Sweden. Students who do not meet the above requirements may apply, but must include two letters of recommendation from professors with whom they have studied in the past academic year.

USAC courses are designed to take advantage of the expertise of the instructor and therefore regular class attendance is mandatory. Each Resident Director, in consultation with program faculty, implements a policy designed to encourage regular class attendance and outline how unexcused absences will impact student grades. These policies are communicated to students upon arrival during orientation and in site-specific materials and are strictly adhered to. Course instructors devise methods for recording class attendance and notify the Resident Director when students are not attending regularly.

Health, Safety and Security

USAC takes issues of health and safety very seriously. Safety tips are sent to students in program updates and student handbooks, Resident Directors talk in depth about health and safety during the on-site student orientations and USAC has extensive specific procedures in place in the event of an emergency. Clearly, security precautions and emergency planning are necessary in all of

our activities. The safety of USAC students is one of our highest priorities. USAC sends all participants, prior to their departure, emergency procedures for students abroad, travel and safety tips, emergency contact information, luggage tags with specific emergency contact information cards inserted and a student handbook with emergency and safety information. Staff monitor the US State Department's Travel Advisories and Warnings, as well as bulletins from the Overseas Security Advisory Council on a daily basis, and brief the USAC Director regarding any information on areas near USAC program sites. USAC has a 24-hour emergency contact number in operation available to students and their parents.

Every program site conducts a mandatory on-site orientation for new students at the beginning of each session. Safety and emergency issues are discussed at this orientation as well as emergency procedures. Students are provided with the address and telephone number of the nearest U.S. Embassy or Consulate. USAC staff abroad instruct students to safeguard their passports, credit cards, travel documents and any other vital documents and to be sure they are in a readily accessible location. In an emergency situation, the USAC staff abroad will attempt to contact all students and will meet with them either at the USAC program site office or at an announced location, and, if possible, make the office telephones and fax machines available to facilitate communication between students and their families. Each program site is registered at the appropriate US Embassy and Consulates, insuring that the Resident Director is aware of current conditions and can be contacted if necessary.

USAC Chengdu, China

FALL 2012 VP TIMELINE

Now:
Apply for or renew your passport (must be valid for at least six months after your return)
Research your program site: USAC website for program info plus country and regional information/resources
Contact your International Programs/Study Abroad Office to learn what events this year you can participate in or help with (including information sessions, study abroad fairs, orientations, and special events)
Use the summer to draft your syllabus and book list

July 2011:
You will receive your teaching agreement and supporting documents to complete/return.

August 2011:
You will receive a promotional flyer for your course to use in recruiting students and sharing information about the program with your department and colleagues.
Paperwork Deadline – Teaching Agreement and supporting documents due back to USAC:
- ❑ Teaching Agreement
- ❑ Copy of Passport
- ❑ ID Photo
- ❑ Health Form

Syllabus with book list due to USAC
Start recruiting your students for your course—share the course and USAC information with your department, colleagues and students
Begin your home department approval and articulation of your courses
Determine if your home department wants to pursue a faculty exchange or to accept replacement costs
Check with your home university study abroad/international programs office to see if your home HR department needs any further information from you to verify your upcoming time abroad

September-December 2011:
Continue to recruit students!
Assist/participate in your study abroad/international programs office's promotional activities on campus (fairs, information sessions, etc)
Confirm plans for family or companions coming with you
Confirm your own course registration and tour participation, if applicable
Important forms posted to Gateway for your submission
- ❑ Housing Form
- ❑ Companion and Tour Form

January 2012:
Check about health abroad—see your doctor and check with the CDC at www.cdc.gov
Check about safety and security at travel.state.gov
Continue to recruit students!
Assist/participate in your study abroad/international programs office's promotional activities on campus

February 2012:
Continue to recruit students!

March 2012:
Course enrollment status*
Continue to recruit students!

April 2012:
Course enrollment status*
Continue to recruit students!

May 2012:
Final check on syllabus and book list
Course enrollment status*

June 2012:
Application deadline for Fall
Course cancellation deadline Fall

July 2012:
Remaining details, including housing and teaching schedule will arrive from program site

Prior to departure:
Check on banking and finances—inform your credit card company that you will be using your card abroad
Copy all important documents and passport (leave copies at home and carry copies with you separate from the originals)

Upon return:
Submit your Visiting Professor evaluation form to USAC—share your advice for future Visiting Professors
Verify that travel reimbursement and departmental replacement costs have been invoiced to USAC
Share your photos and stories
Put your experiences to work on your home campus—be in touch with your study abroad/international programs office, "internationalize" your research, teaching, and advising
Inform us about your Internationalization efforts

* Upon course confirmation of required enrollment numbers, you will receive:

Group flight information and approval to make your travel plans.

UNR/UNLV Professors are required to submit Travel Request and Travel Claim forms, per standard procedure. VPs from all other member universities must follow their own institution's travel procedures for reimbursement of airfare. See your international programs/study abroad office for more information.

SPRING 2013 VP TIMELINE

Now:

Apply for or renew your passport (must be valid for at least six months after your return)

Research your program site: USAC website for program info plus country and regional information/resources

Contact your International Programs/Study Abroad Office to learn what events this year you can participate in or help with (including information sessions, study abroad fairs, orientations, and special events)

Use the summer to draft your syllabus and book list

July 2011:

You will receive your teaching agreement and supporting documents to complete/return.

August 2011:

You will receive a promotional flyer for your course to use in recruiting students and sharing information about the program with your department and colleagues.

Paperwork Deadline – Teaching Agreement and supporting documents due back to USAC:

- ❑ Teaching Agreement
- ❑ Copy of Passport
- ❑ ID Photo
- ❑ Health Form

Syllabus with book list due to USAC

Start recruiting your students for your course—share the course and USAC information with your department, colleagues and students

Begin your home department approval and articulation of your courses

Determine if your home department wants to pursue a faculty exchange, or to accept replacement costs

Check with your home university study abroad/international programs office to see if your home HR department needs any further information from you to verify your upcoming time abroad

September-December 2011:

Continue to recruit students!

Assist/participate in your study abroad/international programs office's promotional activities on campus (fairs, information sessions, etc)

Confirm plans for family or companions coming with you

Confirm your own course registration and tour participation, if applicable

Important forms posted to Gateway for your submission

- ❑ Housing Form
- ❑ Companion and Tour Form

January-July 2012:

Continue to recruit students!

Assist/participate in your study abroad/international programs office's promotional activities on campus

August 2012:

Course Enrollment Status*

Check about health abroad—see your doctor and check with the CDC at www.cdc.gov

Check about safety and security at travel.state.gov

September 2012:

Course Enrollment Status*

Continue to recruit students!

October 2012:

Course Enrollment Status*

Continue to recruit students!

Final check on syllabus and book list

VP Course cancellation deadline for Spring

November 2012:

Remaining details, including housing and teaching schedule will arrive from program site

Prior to departure:

Check on banking and finances—inform your credit card company that you will be using your card abroad

Copy all important documents and passport (leave copies at home and carry copies with you separate from the originals)

Upon return:

Submit your Visiting Professor evaluation form to USAC—share your advice for future Visiting Professors

Verify that travel reimbursement and departmental replacement costs have been invoiced to USAC

Share your photos and stories

Put your experiences to work on your home campus—be in touch with your study abroad/international programs office, "internationalize" your research, teaching, and advising

Inform us about your Internationalization efforts

* Upon course confirmation of required enrollment numbers, you will receive:

Group flight information and approval to make your travel plans.

UNR/UNLV Professors are required to submit Travel Request and Travel Claim forms, per standard procedure. VPs from all other member universities must follow their own institution's travel procedures for reimbursement of airfare. See your international programs/study abroad office for more information.

GATEWAY ACCOUNT

Your Gateway account is accessible using your email address. We use the "Student Gateway" to post and send forms, distribute information and accept online payments. You have access, too, and you will find there both VP-specific information and documents as well as information geared toward students, all of which contribute to your preparation. Please check it early and often. Announcements and other important information will be posted there, as well.

Directions:

This database will allow you to access documents related to your account and allow you to review other important information about your program as it develops, as well as to submit online forms related to housing, course registration, etc. To enter the USAC Student Gateway, please follow these steps:

1. Go to the USAC website http://usac.unr.edu
2. Click "Log on to Your USAC Account"
3. Log on by typing in the email address you submitted with your application
4. Password: 7uSAc102 (case sensitive)***

The first time you enter the USAC Student Gateway, you must change the password above to one that only you know. Then use this new, secure password each time you wish to access your USAC account and program information. The password provided above will only allow you to access the system the first time—you *must* change the password and use only the new password in the future to access your information.

***Please note your new password and keep it handy so you can access your USAC info in the future.

COURSE ENROLLMENT | PROMOTION

It is expected that Visiting Professors will actively participate in promoting their course and program. You will be provided with a variety of ideas for student recruitment, and it is expected that you submit a letter to USAC to distribute to all students signed up for your program - this is your opportunity to introduce youselft and your courses and to entice students to enroll in them.

In order for a VP's courses (and participation) to be confirmed, a minimum of three students in each course must be enrolled by the course cancellation deadline.

Visiting Professors are not approved to make their travel arrangements until their courses are approved.

Visiting Professors will receive their enrollment status updates throughout the term prior to their semester abroad. USAC has rarely had to cancel a program or course, but reserves the right to do so if student enrollment or circumstances warrant doing so. Once the course is approved, the VP will be cleared to make travel arrangements. Please note that travel arrangements made prior to course confirmation cannot be reimbursed upon the cancellation of the course due to low enrollment.

USAC will provide ideas and help in promoting your course and program. USAC will provide flyers and promotional materials for the use of the VP, the VP's home university and USAC to promote the courses and programs. Your assistance, energy and participation is therefore mutually beneficial and much appreciated. USAC will assist with those promotional activities, as will the international programs office at your home

university, but your help will be needed. You will also be working with your home department to approve and articulate your course.

PROGRAM DATES AND PARTICIPATION

Q: When are faculty expected to arrive and depart?

Faculty should plan to arrive in time for orientation and stay through finals. As you will note in the program dates listed in the USAC catalog or on the website, some arrival and departure dates are dependent on whether one participates in an optional tour or field study. Specifics in terms of arrivals, departures and your participation in optional tours and trips (and their fees) will be addressed individually. The dates listed in the catalog are only for your reference. They are subject to change—please see the website and your Gateway account for the most up-to-date program dates.

Q: Do faculty participate in Orientation?

Yes, it is expected that you attend and participate in the on-site orientation. Be prepared to introduce yourself and your courses (this is your last opportunity to recruit additional students). It is also expected that you share your own itnernational experience (if applicable), your motivations/goals for going abroad, how it affects/ties in with your research, course development, etc.

Q: How do faculty become involved outsite the classroom?

While on site, you are expected to become integrated with the porgram and/or host community through activities outside the classroom. Please give some thought to how you could contribute to the camus or local community, for example through giving a talk to local faculty or the general public, tying in your work with local events, organizing a workshop, etc. There is a lot of room for your own ideas here. Please start thinking now and let us know what your plans are.

Q: Do faculty participate in field trips?

Yes, they often do. Opportunities and fees vary from location to location—and some trips, tours or field studies are designed to be just for a specific course or just for students. You will receive more information about both field trips and optional tours and field studies closer to departure and you are always welcome to inquire about individual opportunities. Watch your Gateway account for announcements and more information.

Q: Can faculty take courses while teaching abroad?

Visiting Professors may enroll in most USAC courses at no cost. Any optional or additional expenses, including participation in optional tours, textbooks, and courses with additional fees will be paid by the Visiting Professor.

Q: How do faculty stay engaged once they return to their home campus?

As specified in the Visiting Professor Application and in the Terms, Visiting Professors are expected to complete at least one project to help internationalize their home campus once they return. Please think ahead (before you depart and while you are abroad) about what you can do to give back to your home university campus. Projects may include, but are not limited to written testimonials, newsletter articles, presentations to faculty, presentations to students, etc. Please also contact your International Programs/Study Abroad Office to see what kinds of activities you might become engaged in throughout the year.

Q: Can faculty bring spouses and family?

Faculty may bring spouses and family abroad—however, it is important that each family individually decide as early in the planning process as possible if it is feasible or affordable. Qualified dependents of faculty may apply to be students and take USAC courses at a discounted rate. Spouses/partners may apply to be "Companion" students for a minimal fee that will cover two audited courses and the processing of the application and student visa paperwork. An application must be completed by each dependent or companion wishing to take classes.

Visiting Professors are responsible for all additional expenses related to spouse/companion expenses and participation, including visa fees, housing, participation in optional tours, meals, textbooks, flights, courses with additional fees, and so on.

Visiting Professors for both Fall 2012 and Spring 2013 will be asked to confirm participation of spouses and/or dependents in Fall 2011. Note that space may not be available for family participation on field trips, optional tours, or field study courses. Please consult with the USAC Central Office if a specific opportunity is available to spouses/companions and/or if it is appropriate for children of certain ages.

Photo Credit: Mary Bommersbach

USAC Pau, France

QUALIFICATIONS | TERMS

Qualifications (from your VP application)

Full-time faculty member in good standing who will be returning to their home university following their term abroad. Other key qualifications include:

- possessing student evaluation summaries that reflect superior teaching abilities;
- possessing flexibility regarding international living and working conditions;
- possessing willingness to enthusiastically experience local culture with students;
- contributing to the host university overseas, in addition to teaching the selected courses;
- publicizing their course(s) and the program to their own students to ensure sufficient course enrollment

Compensation

Selected Visiting Professors usually teach two 3-credit courses during a semester-long program. Faculty remain on their home university's payroll and receive compensation and benefits in accordance with the home university's policies (sabbatical pay, regular pay, or some other arrangement). Contact your home university for more information.

Terms

- USAC provides airfare reimbursement and assistance in locating housing abroad.
- Visiting Professors are not insured by USAC and it is their responsibility to ensure the extent of their coverage through their home university.
- Visiting Professors may enroll in USAC courses at no cost. Any expenses for housing, participating in optional tours, meals, health insurance, textbooks, flights, courses with additional fees, etc., will be paid by the Visiting Professor.
- The home department of the Visiting Professor will receive $7,500 from USAC

to help defray replacement costs. The department may instead opt for a faculty exchange with the university abroad, in which case the department providing the U.S. professor will receive $1,000 to help defray administration costs and a Professor from abroad who will teach two courses. The Professor from abroad must be approved by the receiving home university department.

- Upon return Visiting Professors will complete at least one project to help internationalize their home campus. These projects may include but are not limited to written testimonials, newsletter articles, presentations to faculty, presentations to students, etc.
- Qualified dependents of faculty may apply to be students and take USAC courses at a discounted rate. Spouses/partners may apply to be "Companion" students for a minimal fee that will cover two audited courses and the processing of the application and student visa paperwork. An application must be completed by each dependent or companion wishing to take courses.

COMPENSATION | HOUSING | TRAVEL

Q: Do I get paid while I'm there or upon my return? Do you mail paper checks to my home address?

You will receive your salary and benefits from your home university, per their policies for your participation in this program. Please consult with your home HR department regarding payroll and benefits while you are gone.

Q: How does housing work? Is living with a family possible? Can faculty housing accommodate visitors or accompanying family? What can I expect in terms of cost?

Visiting Professors are responsible for all housing expenses. Housing options vary widely from location to location. Generally, dorms, apartments or homestays are available. Expenses vary according to location, especially in areas where the dollar is weak. You will have the option of having USAC on-site staff assist you in finding housing according to the requests you provide. Housing information and options will be posted to your Gateway account during the Fall 2011 semester. That will be your opportunity to list if you have family or guests you are planning on accommodating and if you have other requests or questions.

It will be imperative that you keep USAC informed of your plans in regards to whether your family will accompany you: please let us know as soon as you have a change in your party's size or length of stay. Specific housing information will be sent to you once it is ready; this will be close to your departure, approximately six weeks out or sooner when possible. Occasionally, specific addresses or descriptions are not available until arrival; in those cases, you'll receive general planning information you need before you arrive (rent, furnishings, neighborhood, etc). To get a general idea about housing options available, see the accommodations section for each program on the website or in the catalog. Remember that amenities like clothes dryers, television, dishwashers, high-speed internet, etc. may not be a given—or even available—in your program site or in the type of housing you request.

Photo Credit: Damien Baldwin

Madrid Retiro Park

Q: Who takes care of the flight? Do I have to book it? Who pays for it? Does the airfare reimbursement happen after I get back?

Once your course is confirmed, you will receive authorization and budget information for travel. USAC will cover your round-trip travel from your university/home city to the program site. You may use the option of the group flight or you may book your own arrangements. As you will continue to be employed by your home university, you will need to follow your home university's travel procedures; the home university, in turn, will invoice USAC to be reimbursed for your flight expenses. The budget available to reimburse your own arrangements will be set by the quoted price of the round-trip group flight from your home city.

Q: Will I need a visa for my program? How do I get one?

Visa requirements vary according to your length of stay and change often. USAC can assist you in researching your visa requirements, however you are responsible for securing the proper visa. Visa information and advice will be posted to your Gateway account. USAC will provide supporting documents and reimburse the Visiting Professor for expenses related to the visa. If the nearest consulate office is more than 120 miles from the VP's home, USAC will reimburse for one-half the travel expenses (transportation and lodging only, one night maximum: see teaching agreement). If you need reimbursement for visa expenses, especially for travel to a consulate office, please notify Sabrina Harris in the USAC Central Office for instructions prior to doing so.

CONTACT HOURS | TEACHING RESPONSIBILITIES

Contact Hours

Each USAC course meets or exceeds the national accrediting standard of 15 contact hours per credit. Each contact hour shall consist of a minimum of 50 minutes each. A three-credit course must meet or exceed 39 hours of actual class time. Contact hours do not include travel time, program tours outside the focus of a specific course, meals, recreational activities or receptions. Contact hours can include course-specific tours, guest lectures, student projects or any other activities furthering the specific objectives of the course.

Teaching Responsibilities

The Visiting Professor's primary responsibility is to teach the agreed upon course(s). Each USAC program has a permanent Resident Director who handles administrative responsibilities. The VP is responsible for reporting changes in registration and grades of students in his/her classes to the program RD who will forward them to USAC. Academic structure is even more necessary abroad than at home; consequently, the VP shall arrive at the program site in time to participate in the student orientation, remain through the scheduled final examinations, teach his/her courses at their scheduled times, be available for reasonable consultation with his/her students and coordinate travel and other activities so as not to interfere with teaching responsibilities. Grades must be submitted to the RD prior to departure from the program site. It is the VP's responsibility to organize all aspects of his/her course, including any field trips, guest speakers, etc.

Teaching Schedule

The Resident Director establishes class schedules shortly before the beginning of each term. Even then, it is possible for adjustments in the schedule to be made at the last minute. Be prepared that you might have to or want to improvise once you arrive and meet your students.

Syllabi and Course Design

Sample syllabi and book orders will be provided via your Gateway account. Syllabi and book orders with ISBN numbers will be due to USAC on 15 August 2011. Syllabi will be submitted for preapproval at multiple member universities; in addition, the VP will work with his/her home university and department to identify specific course equivalencies on their home campus. According to USAC academic policy, a mid-term exam must be given, as well as a final exam. The latter must be given during its scheduled time during the exam period. The VP will finalize their syllabus and do a final check of the book list closer to departure.

Facilities, Resources, Course Materials

Support resources are scarce abroad and VPs should be aware that neither USAC, nor the on-site director, can guarantee availability of office space, computers, telephones, fax machines and clerical support, although these resources are commercially available. In planning their classes, Visiting Professors should not expect web-based instructional materials of any kind to be available to students. The RD will provide assistance and payment for class-related photocopying. Book lists will be given to students prior to departure, however, it is common for students to switch around courses on-site and therefore you cannot assume that they will have easy access to extensive book lists.

USAC Torino, Italy

ADVICE AND ENCOURAGEMENT FROM THOSE WHO HAVE GONE BEFORE YOU

General

"Be flexible—enjoy yourselves!"

"Be willing to try new things, make mistakes. It's short—give it your best shot—have fun!"

"I would recommend that VPs try to get to the location a couple weeks early or plan on staying a couple weeks later in order to fully take advantage of their time abroad."

"Come prepared to live like a citizen of another country and do not expect American amenities."

"Allow yourself not to come with expectations of what a country will be like. Be prepared to learn from the students and the culture—take ego out of it. We are students *and* teachers, which I really enjoyed."

"My general thoughts on teaching abroad: (1) It's exciting—helps you and family grow, experience new cultures and places (2) It's a lot of work—you do have a job, teaching different classes than at home, with no office, desk, computer, library, etc. (3) It's expensive—we have spent money out of pocket every time—but there are great tax deductions later (4) Gets you out of your comfort zone."

"USAC on-site staff have amazing patience and tolerance. Issues come up every day with the students: out of money, homesick, bad apartment, bad roommates, theft, bedbugs, accidents. They are bilingual, competent, committed, and overloaded with duties. They are quick to help professors when needed, but are not there to "coddle"—they are busy and appreciate it if you can take care of yourself for the most part. Remember that at the end of the day, they go home to their families and other friends."

"Arrive with an open mind and be prepared to learn as much as you can. "

PHOTO CREDIT: MICHAEL BIXBY

Mike Bixby (Boise State University) taught Business Ethics and Business Law—and celebrated Thanksgiving—in Shanghai in Fall 2008.

Preparation and Recruiting

"Work your networks of students and colleagues, including academic advisors in relevant departments and people you know on other campuses. Help prospective students figure out how your courses will transfer. "

"Utilize your home study abroad office for help getting students interested and getting common questions and concerns addressed (like financial aid, application procedures)."

"If I had it to do over again, I would have paid better attention to the students' orientation materials."

"Ask your international programs office how you can help them—they, in turn, will be enthusiastic about helping *you*."

"Getting a visa can be a real pain—but everyone is in the same boat. Pay special attention to directions and don't procrastinate."

"The information on the website may seem as though it is all just for the students. But it is worth reading. And: ask questions."

PHOTO CREDIT: USAC TORINO

Courses and Students

"Be ready to improvise along the way—even if you've been fully briefed regarding every detail of resources on-site, even our outstanding RDs cannot predict power outages, transportation strikes or changes made by the host university."

"Local students can vastly enrich your teaching experience, as they did in one of my courses that had more local students than North American ones."

"Think carefully about how you can adapt your course to integrate the language, cultures, and histories of the program site. "

"I had to adjust my syllabus 'on the fly' to compensate for glitches with purchasing textbooks, online connectivity, and access to printers."

"Students may not have (and for good reasons, not just frivolous ones) the time to do the amount of work required of them for courses taught on campus. They are learning a new language, a new culture, new transportation, new living situations… all in a new country. They have a finite amount of time and energy. This was somewhat difficult for me to accept, but once I did, I had smooth courses and a really valuable time with my students."

"Start with articles that can be photocopied locally in case students do not have their books at the beginning of the semester."

"Remember that computing facilities can be very limited so submitting typed papers is difficult."

"Be prepared to learn a lot from your students."

David Hames (UNLV) taught in Torino—and visited Venice with students—in Spring 2009.

"Be creative and be prepared to work with different access to resources and try creating alternative learning assignments."

"Interview assignments work very well, especially for classes dealing with politics, gender roles, attitudes toward indigenous peoples, etc."

"Consider carefully each required textbook, and when possible replace it with excerpts in course packets which you can post online or make available for purchase on-site. This is particularly important if you intend to recruit, or anticipate teaching, local students. It also makes it easier for students to add your course after they have arrived."

"It is sometimes useful to bring videos from your home university."

"Come with resources but pack light."

"Try to prepare before you go, but there is a limit to how much one can do in view of a professor's duties (and that's okay)."

"Internet research assignments can work well. Our students already spend lots of time in internet cafes, so asking them to research something online is a reasonable request."

"USAC Resident Directors can often help arrange interviews and visits to class. In Chile the RD invited two female Mapuche activists to our class on native peoples. I interviewed them, and it was a real hit."

"None of my students actually had the textbook, so it might not be a bad idea to bring photocopies of some of the critical readings to share with the students if you really want them to read something. I ended up loaning out my textbook."

"We ended up doing oral presentations as part of our final, and this was a very good way for many of the students to share some of the things they had learned. It seemed that the students enjoyed presenting and since I had a laptop, they were able to incorporate some of the photographs they had taken into their presentations."

"The students are quite interesting, if at times overwhelmed."

"I try to design my course in a way that both supports the other courses students are taking and my own research. For example, I typically have one assignment that forces students to meet the locals and use some of their new language skills. The last few times I taught for USAC, students had to distribute surveys (in English), but they had to get permission and talk with locals in the native language first. The survey questions happen to be about gender issues so students also learn more about the local culture in this regard. I then use the surveys as part of my own research when I return home. I think the survey assignment works well because it creates connections between the courses students are enrolled in and it is rewarding for me as the professor because I learn more about the local culture and I have data to work with later."

"I had to be upfront with students that even though this was a summer course, they had to take it seriously and not just play. It's worth having continuing conversations with the students about this as you go."

Field Trips, Tours and Activities

"The involvement of the USAC students in Chile's earthquake recovery and Un Techo para Chile are admirable. I am humbled to be a part of this program. "

"I am sure that everyone has different experiences based on where they are. I was in Viterbo. My class had low enrollments, but I went on the South of Italy tour with the students that was held at the beginning of the program, before classes had started. It was amazing how fluid their decisions were about what courses they were planning on taking. My official enrollments were very low, so I simply talked with the students and told them more about the course. Over the course of the trip I got to know them better and also based on their interests I made a few adjustments to what I was planning to do with the course. It turned out that my enrollments went from 3 up to 8 based on this initial contact with the students. Since the summer courses are very short, having had the opportunity to meet the students and travel with them before classes began was invaluable."

"Take part in all or some of the trips and activities—this helps build connections to students and staff."

"The opportunity to travel with faculty and students on a number of excellent field trips, plus the small campus feeling of the program, allowed the faculty to really get to know the students."

"Go on all program trips—they are worthwhile."

"We went on all of the field trips. They were a great introduction to the local sites and culture. The trips were well-planned and the locations were interesting. I would highly recommend them."

Day-to-Day Life

"I loved the experience of being in a foreign country and having the opportunity to get to know a group of students well."

"Try to live close to campus, when possible."

"If you are single like me expect a good deal of solitary time—but make use of it by learning more about the local history and culture."

"The cost of living abroad is rising—be prepared for expensive housing, travel expenses."

PHOTO CREDIT: NANDI CROSBY

Professor Nandi Crosby (CSU Chico) taught Sociology of Gender in Bangalore, India in Summer 2010.

"Research the cost of telephone calls/cell phones for your destination."

"Language is an issue all the time—grocery store, restaurant, on the street, post office—Learn as much as you can!"

"Try to make some local friends/contacts: visit their families and villages, eat together. Don't hang out with American ex-pats."

"Don't assume you will have access to satellite TV or fast internet."

"Living in a neighborhood gave us a better experience than living in university housing. We visited the same bakery, the same restaurants, the same grocery, etc. on a regular basis so while we weren't 'locals' we were seen as more than tourists and thus had the opportunity to experience some of the benefits of the local community."

"The program handbook distributed during on-site orientation was really useful and I kept it with me at all times. It had local information, phone numbers, and do's and don'ts."

"Expect small inconveniences. Don't stress. Mishaps are part of the learning experience."

"The homestay was great because I could practice my Spanish and learn a lot about Chilean culture from the family."

"Get a bicycle and a museum card."

Personal & Professional Growth

"Audit a language course."

"Embrace the culture: try to learn/speak the language, eat the food that the locals eat (more or less), visit museums and cultural events, and explore on weekends whenever possible."

"Work on a research project independent of USAC."

"Link up to local research foundations."

"Try to learn the local language before you go."

"Take a one-credit course while there: language or cooking or culture."

"Roll with the punches. Schedules change, things don't work, strikes happen, you get sick, buses/trains are late... you'll learn so much from the challenges."

"Unlike most Visiting Professors, I audited all of German I. The instruction was very good and it provided me with some skills that made the stay in Deutschland more productive."

"Be as engaged as you can be with what is going on with the students and the program as a whole. There is no way to replace the value gained from that effort."

"Even though it will crowd your schedule, sign up for daily language classes, maybe take a class in the local language as well, and definitely arrange for local conversation partners."

"Work with the RD to find opportunities to be involved with the host university—give a lecture on your current research, look for opportunities to participate."