

Instructions and Application

NCSA Faculty Positions Abroad

2006-07

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

Application Deadline: Friday, Sept. 2, 2005

*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 (Associate Member) ♦ Eastern Oregon University
♦ Oregon State University ♦ Portland State University ♦ Southern Oregon University ♦ University of Oregon
♦ University of Washington ♦ Western Oregon University ♦ Western Washington University

**IMPORTANT DATES FOR 2006-07
FACULTY APPLICATIONS**

Faculty application deadline -- submit 14 copies of your application to the NCSA representative on your campus by **Friday, Sept. 2, 2005**

Deadline for NCSA representative to mail faculty applications by two-day priority mail to NCSA universities and express mail to AHA International:
Wednesday, Sept. 7, 2005

Note: Each university to receive one copy and AHA International two copies of faculty applications

Faculty Finalists Interviews in Portland:
Friday-Saturday, Nov. 4-5, 2005

Announcement of Faculty Chosen for NCSA 2006-07 positions:
mid-November, 2005

Orientation for 2006-07 Faculty
in Portland, Oregon: **Friday, March 3, 2006**

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

**Angers . Athens . Cologne . London . Macerata . Morelia
Oviedo . Rosario . Siena . Valdivia . Vienna
2006-07**

**Application Deadline: Wednesday, Sept. 7, 2005
Interviews in Portland of faculty finalists: November 4-5, 2005**

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 14 sets of application materials to the study abroad office on their campus 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. For additional information about the programs and courses currently being offered, please refer to the NCSA brochures for students, available from the NCSA representative or contact on your campus.

Angers, France

Located in Angers in the western part of the Loire Valley, the program is held at the Université Catholique de l'Ouest. Students choose from a wide range of courses offered in French by Le Centre International D'Etudes Françaises (CIDEF), an institute of the university specializing in the teaching of language and culture to foreign students.

Fall term 2006 (12 weeks), spring term 2007 (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 in the humanities or social sciences to teach one 3-quarter credit course, in French *or* English, at the upper division level. Preference will be given to applicants proposing to teach in French. NCSA faculty in Angers must be sufficiently proficient in French to perform administrative tasks and to lead some student excursions.

Athens, Greece

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.

Fall term 2006 and spring term 2007 (12 weeks)

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

Cologne, Germany

Cologne, Germany's fourth largest city, is widely considered a European hub for trade, media, and sports, and has also evolved into an important center for art and culture. The program focus is on core business classes and business electives, as well as German language offered at beginning and intermediate levels. NCSA faculty teach two courses per term, with two courses offered by Cologne faculty. Except for German language, all courses are taught in English.

Fall, winter, spring terms 2006-07 (11 weeks).

Seeking one faculty member each term in business administration to teach two 5-quarter credit business courses at the upper division level, one a core course, the other an elective.

London, England

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.

Fall, winter, spring terms 2006-07 (11 weeks).

Seeking one faculty member each term in the humanities or social sciences to teach two 5-quarter credit courses at the upper division level.

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 04-05 are eligible to apply in fall 2006 for the 2007-08 cycle. Faculty who have taught in London are immediately eligible to apply for other NCSA sites for which they are eligible.

Macerata, Italy

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.

Fall term 2006 (12 weeks).

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

Morelia, Mexico

Offered in cooperation with the Universidad Latina de America (UNLA), this Migration Studies Program 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. The program is offered in cooperation with the Midwest Consortium on Study Abroad (MCSA).

Morelia, Mexico (cont.)

Fall term 2006 (13 weeks), winter term 2007 (10 weeks), spring term 2007 (10 weeks)

Seeking one faculty member fall, winter, and spring terms from departments with academic interests in north-south, U.S.-Mexican "Migration Studies" (including but not limited to Anthropology, Criminal Justice, Social Sciences, Geography, Latin American Studies, Public Health, Political Science, and Environmental Science) to teach one 6-quarter credit course (40 contact hours in class, 20 hours of supervised fieldwork), in English, at the upper-division level. Although the required course is taught in English, preference will be given to faculty members with a high level of Spanish language proficiency necessary for fieldwork development and facilitation on site with students.

Summer term 2007 (3-4 weeks)

*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. Although the required course is taught in English, preference will be given to faculty members with a high level of Spanish language proficiency necessary for fieldwork development and facilitation on site with students.

* NOTE: The Morelia program budget allows for one visiting faculty position per summer session. Because of the program's thematic focus, however, it is also possible to add additional faculty roles, if professors wish to integrate a group of their students (with related interests) into the existing program structure. Campuses should contact AHA International prior to submitting applications for possible options and additional budgetary information.

Oviedo, Spain

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.

Fall term 2006 (11 weeks), spring term 2007 (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 in the humanities or social sciences 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.

Rosario, Argentina

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 intermediate levels, with business courses conducted in English and humanities courses conducted in Spanish, as well

Rosario, Argentina (cont.)

as a new class, Contemporary Issues in Human Rights: Argentina and Latin America, taught in English.

Fall 2006 and spring 2007 terms (13 weeks)

Seeking one faculty member each term in the humanities, social sciences or business 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.

Siena, Italy

In this intensive language program situated in the heart of Tuscany, students are enrolled in Italian classes at the Università per Stranieri di Siena. Other classes taught by European and NCSA faculty are offered in the AHA International classrooms near the university.

Fall, winter, spring terms 2006-07 (11 weeks).

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

Valdivia, Chile

Located in Valdivia in the Southern Lakes region of Chile, the program is held at the Universidad Austral de Chile (UACH). Students select from nine program courses in the first semester with the option to take direct enrollment courses at UACH during the second semester of participation.

Fall semester 2006 (16 weeks) or spring semester 2007 (16 weeks)

Seeking one faculty member each term in the humanities, social sciences or natural sciences to teach two 5-quarter credit courses in Spanish, at the upper division level. The faculty member also assumes some administrative duties.

Vienna, Austria

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 members will teach in Vienna in 2006-07.

Fall term 2006 (12 weeks), winter/spring term 2007 (10 weeks – but note: the NCSA faculty member is on site the first 10 weeks of a 12-week semester, coinciding with winter term calendars at quarter schools. Faculty able to stay for the entire 12 weeks are encouraged to do so).

Seeking one faculty member each term in the humanities or social sciences to teach one 5-quarter credit course at the upper division level.

Course Proposals

Selection of faculty relies heavily on 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 differs.

NCSA faculty applicants propose courses in their academic fields. 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 closely on one the faculty member normally teaches on campus, as long as the course has a *regional, national or comparative focus* that makes it appropriate to be taught at the program site. Courses proposed should complement existing course offerings provided by NCSA faculty on site. Please contact your NCSA representative or campus contact for course listings.

A list of sample NCSA courses is appended to this announcement. In addition, you are encouraged to review past applications on file in the study abroad office on your campus. Please contact the NCSA representative or campus contact to arrange this.

Excursions

Excursions and field trips are an integral part of NCSA programs, and a description of those desired should be submitted with the course proposals. 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.

The excursions proposed should be relevant to the courses, take advantage of the site, and be realistic in terms of time and distance. As a general guideline, 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. Details and logistics are worked out later in consultation with AHA International staff in the home office and the program director on site.

Selection Procedures

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 CWU Study Abroad & Exchange Programs (SAEP). SAEP must receive fourteen copies of these materials no later than Friday, September 2, 2005. Duplication of materials is the responsibility of the applicant.

Each institution in NCSA solicits faculty applications from its own campus. Suggestions may come from departments, alumni faculty, and students groups, but individual faculty must submit the requisite materials. Applications are sent to participating NCSA universities and to AHA International. Site committees consisting of NCSA representatives and campus contacts, 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 the application and submit syllabi and a 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; 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 language ability, if relevant, and experience in the country; 4) teaching evaluations, and 5) overall quality of the application.

Site committees make recommendations to the Council in advance of its fall meeting, to be held in Portland November 3-5, 2005. 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 brought to Portland to be interviewed November 4-5. Applicants must be available for interviews during this time.

Each finalist meets with a committee of NCSA representatives, campus contacts, and AHA International staff to discuss in detail the nature of the programs and the duties of NCSA faculty. After the interviews, 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 November 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. The date for faculty orientation is Friday, March 3, 2006, in Portland. Participation in faculty orientation is a condition of selection.

Compensation

Faculty who teach for NCSA remain on their institutional payroll, with all sabbatical, fringe, and retirement credits. The university receives a reimbursement of \$4,000, including 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; additional requirements, e.g., a separate apartment, are the financial and logistical responsibility of the faculty team. Please note that the sponsoring university receives one faculty reimbursement, not two. Two faculty applying as a team are both required to fill out NCSA application forms.

Department Head's Letter

A letter from each applicant's department head should serve as a recommendation and also as permission for the applicant to be relieved of on-campus duties for the term in question. Please note: the department head's letter of recommendation is in addition to the "Endorsement of Dean and Department Chair" form, which is part of the NCSA application.

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 and to bring in a draft of their application for review.

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.
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 Angers, Oviedo, and Valdivia), 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, indicate your choices by number. In other words, don't limit your chances unnecessarily.
4. If your department uses student evaluations, include them with your application. They should be as recent as possible, even if they do not relate to the courses you are proposing. The evaluations should include both quantitative ratings and narrative comments, if possible. 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. Do not 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 staple 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, if available

The complete application packet must be ready for mailing to all consortium institutions by Friday, September 9, 2005. The Wednesday, September 7 application deadline is necessarily earlier to allow your NCSA campus representative time to review the application for completeness. Your study abroad office is responsible for mailing the applications to other NCSA campuses.

If you have any questions, please feel free to contact the representative or campus contact in your office.

Examples of NCSA Courses -- Short Course Descriptions

Angers, France

Popular Memories, French Identities

taught spring 2004 by Robin Walz, History/Social Science, University of Alaska Southeast

This course explores popular culture that is “quintessentially French” from the era of the Third Republic, 1870-1940. The Belle Epoque, the Great War, and the Tumulte noir of the Jazz Age were rich in popular culture and have a continuing legacy for French identity today. Popular novels, movies, and musical recordings are examined in terms of sensationalism, social upheaval, nostalgia, and colonial exoticism.

Athens, Greece

Menander and Meandering: A Cultural Journey through New Greek Comedy

taught fall 2003 by April Curtis, Theatre, Eastern Oregon University

What might we want to know about the social character and daily life of the early Athenian people – their relationships, dreams, challenges, and even their love lives? The answer to this question can be found in the newly rediscovered plays of the greatest dramatist of New Greek Comedy (342 – 293 BC), Menander. This course explores the nature and spirit of “community” while reading and performing some of the extant plays of this surprisingly contemporary playwright.

Cologne, Germany

Examples of core courses are **Principles of Finance**, taught fall 2004 by Richard Sapp, Portland State University, and **Principles of Microeconomics**, taught spring 2004 by Peter Harder, Western Washington University.

Elective course: Economic Aspects of the European Union

taught spring 2004 by Peter Harder, Economics, Western Washington University

This course deals with the rationale and stages in the creation of a single integrated market and the European Monetary Union. Policy topics include the EU budget, agricultural policy, EU enlargement and the EU-US trade relationship. Descriptive economic case studies of several select EU member nations are part of the course.

London, England

Churchill: A Political Life

taught fall 2004 by James Muller, Political Science, University of Alaska Anchorage

Winston S. Churchill is best known as Britain’s prime minister who rallied the allies against Nazi tyranny in the second World War. During his long life, Churchill held every major cabinet office except the foreign ministry, wrote 40 books, won the Nobel Prize for Literature, and painted 500 canvases. How did he do it all? What can we learn from his example as a statesman? In this course we learn about Churchill and his world by reading his autobiography, speeches and essays, and by visiting locations in London which are relevant to his life. Our aim is to discover what he can teach us about politics, war and adventure in a new century.

Macerata, Italy

Writing About Foreign Places and Cultures

taught fall 2004 by Michael McGregor, English, Portland State University

Whether one wants to write travel articles, essays, literary non-fiction, or fiction, crafting convincing cross-cultural accounts requires a heightened awareness, not only of the places and cultures one writes about, but also of one’s own expectations and perceptions. This course helps students write about their travel experiences in a way that is both fair to the culture they are observing and effective in communicating with readers, wherever those readers are. Students learn a variety of approaches to writing, both for publication and for personal enrichment, as well as the fundamentals of research for travel-based articles and essays.

Morelia, Mexico**Applications in International Nutrition**

taught spring 2004 by Virginia Bennett, Family and Consumer Sciences, Central Washington University

This course is designed to prepare students for bicultural work in the field of nutrition. It focuses on the reflection of experiences in class, while also maintaining a field experience component. Supervised fieldwork and site visits are central to the overall objectives of the program.

Oviedo, Spain**Nationalism, Ethnicity, and the State: Spain's Regional Politics in Comparative Perspective**

taught fall 2003 by Niall Ó Murchú, Western Washington University

This course examines how national identity has become a root of political solidarity in the modern world. The history of state making in modern Spain provides an excellent case for asking whether national separatism can be accommodated by regional autonomy, or whether states will continue to fragment as more ethnic groups seek their own nations. The course traces state building in Spain from the 15th century. It compares the development of Basque, Catalan, and Galician nationalisms in the 19th century. It examines Spain's success in accommodating regional identities and asks whether its solution to ethnonational fragmentation can work elsewhere.

Siena, Italy**Plautus, Pulcinella, and Fo: Italian Popular Theater**

to be taught spring 2005 by Barbara Mason, Communication/Theater, Oregon State University

This course begins with the popular tradition of the mime theater in ancient Rome and the comedies of Plautus. Both influenced Renaissance commedia dell'arte, a non-literary form of theater. We will study the stock characters, masks, and acting techniques of commedia. Finally, 1997 Nobel Prize winning playwright and actor Dario Fo is a direct descendant of this tradition. We study selected work by Dario Fo and his wife Franca Rame, particularly examining their commedia influences and acting style. Includes attendance at selected theater performances in and around Florence.

Valdivia, Chile**Literatura y Transición Democrática**

taught 2004 by Jesus Sepulveda, Romance Languages, University of Oregon

The purpose of this course is to read and analyze the literary work – novels primarily, but also poems and short essays – of various authors from Chile during the 70s, 80s, and 90s. By reading these works we will attempt to establish the connection between literature and the transition from dictatorship to democracy in the country as well as to distinguish the different literary moments of the period (political novels, the new avant garde, the generation of “barbarian” writers, the “light” literature, etc). We will also focus on the political context in order to have a historical background to better understand the importance of this literature.

Vienna, Austria**Austrian Identities in Film**

taught fall 2004 by Walter Suess, Modern and Classical Languages, Western Washington University

The awareness that a good number of Americans have with respect to Austrian culture and Austrians usually does not go much beyond those wholesome alpine images and wonderfully life-affirming songs presented in “The Sound of Music.” Such images have contributed to the myth of the “Felix Austria,” in the chaos and destruction after WWII. Such an oversimplification will ultimately do more harm than good, because it is based on American imagination and does not take into consideration the multifaceted complexities of real Austrian life and history. This course attempts to rectify some of the misconceptions Americans hold of Austria, and to make it clear to students that Austria at large and Vienna specifically are as international and cosmopolitan as one would expect from a country in the middle of Europe.