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Teach Abroad with USAC

**Apply now for Summer 2023 Visiting Professorships – Deadline: November 14, 2022**

**Spots are extremely limited so apply early if you are sincerely interested.**

# Professors from University Studies Abroad Consortium (USAC) Affiliate Universities have the unique opportunity to support the USAC mission and internationalize their perspectives and home universities by teaching abroad as Visiting Professors (VPs).

The mission of USAC is to inspire international learning and to develop global citizenship through affordable, culturally authentic, academic experiences. The Consortium’s goals are to administer high-quality study abroad programs for undergraduate and graduate students while also internationalizing Affiliate Universities and Partner Universities abroad through collaboration and exchanges of students and faculty.

# Through this unique international teaching opportunity, Visiting Professors benefit by immersing personally and professionally in another culture while enhancing their skills in teaching, foreign language learning, and intercultural communication and creative problem-solving. VPs acquire international knowledge and experience which add value to their teaching and research back on their own campuses.

USAC courses abroad include mostly undergraduate U.S. students but may also include international students (from the local host university or elsewhere). English levels may vary.

**Timeline for Summer 2023 Visiting Professorships**

* September 2022: Applications Open
* November 14, 2022: Application Deadline
* November/December 2022: Application Review, Selection, and Notification to Applicants
* Up until individual program application deadline for Summer 2023: active, extensive recruitment by VP and USAC to gain necessary course enrollment, course and program promotion, logistical preparations & paperwork with USAC

**Qualifications for Visiting Professorships**

To be eligible to apply for the USAC Visiting Professorship, candidates must:

* Be full-time faculty members in good standing at a USAC Affiliate University
* Have at least a Master’s degree; preferably PhD/EdD or terminal degree
* Be teaching at their home university the semester prior to their Visiting Professorship with plans to return to teaching at their home university
* Experience teaching the selected course or a very similar one

Other key qualifications include:

* Superior teaching abilities reflected in student evaluation summaries
* Flexibility regarding international living and working conditions, especially with regards to teaching technology and schedules
* Very proactive and committed approach and participation in publicizing and recruiting students for the course and program to ensure sufficient course enrollment (minimum enrollment requirements apply)
* Willingness to enthusiastically experience, respect, and immerse in local culture with students and onsite staff

**When, where, and what can I teach?**

USAC is seeking faculty for the following Summer 2023 opportunities. Aside from course #5, these are established courses USAC has offered before. VPs are encouraged to bring their own insights and approaches to teaching the course, but changes to the syllabus (e.g., textbooks, readings, assignment topics) must be minimal and may not exceed 20% of the existing course content. SLOs and assessment percentages may not be changed; however, assignment topics may be modified. All courses will be taught in English.

Generally speaking, Summer Session 1 typically starts at the end of May and runs through June, and Summer Session 2 runs mostly during the month of July. You can find the most up-to-date information regarding specific program calendars on our [website](https://usac.edu/). Choose a program and then select the “Calendars” option from the menu.

1. **[Pau, France](https://usac.edu/study-abroad-programs/france/pau) – Summer Session 1 (June)– Sustainability in France/Europe (likely ENV/GEOG/PSC, likely 300/400 level, 3 credits)**

Since this is a new course for us in France, we are looking for a VP who has an established Sustainability course with a focus on France or Europe. If you would like to be considered for teaching this course, please complete the course proposal in the application. Please also submit a sample/proposed syllabus.

1. [**Viterbo, Italy**](https://usac.edu/study-abroad-programs/italy/viterbo) **– Summer Session 1 (June) – Food and Culture (ANTH/NUTR, 400-level, 3 credits)**

* Course Description:

Food is a topic with which every student of every ethnicity has personal experience; it is so common that its cultural connotations tend to be overlooked. Food is often related to identity, whether positive or negative, as well as one’s ancestry. Cuisines are not just about sustenance, but about cultural symbols that bind people together in ritual and as a community. How one participates in the act of eating, when/how/why certain foods are to be prepared are learned and understood at the table is the heart of this course. In the North American context, Thanksgiving has an established food tradition; there are similar established food-related traditions among other populations, such as the lunar new year, Easter or Day of the Dead.

Food is of wide-ranging anthropological interest because, in eating, humans incorporate into our bodies the products of nature transformed into culture. This course explores connections between what we eat and who we are through cross-cultural study of how personal identities and social groups are formed via food production, preparation, and consumption.

The course will initially explore the general topic of food and culture to present a background with which to discuss the specifics of identity and meaning. The role of food will be examined in a number of different communities. Documentaries and films will be used as an entrée to discussing specific topics, such as festivals/rituals and food as family/community; moreover, our topics and readings will be eclectic: food taboos, gender and kinship, voice and identity, symbolic and expressive culture, feasts, festivals, fasts, famine, religion and spirituality, race and ethnicity, nationalism, class and social stratification, politics of globalization, among others. Students will reflect on documentaries and films we watch together and in independent research for a class project.

* SLOs:

Upon successful completion of this course, students will be able to:

* + Demonstrate an understanding of globalization through food culture.
  + Articulate the ways that food is connected to cultural identity, history and various ways of life.
  + Develop a deeper knowledge of students’ own eating habits, cultural connections to food, and those of the Italian culture.
  + Increase critical thinking skills through reading, writing, class discussion, research, and presentation.

1. **[Prague, Czech Republic](https://usac.edu/study-abroad-programs/czech-republic/prague) – Summer Session 2 (July)– Sustainable Development – Key Dimensions & Challenges (ENV/GEOG/PSC, 300-level, 3 credits)**

* Course Description:

Sustainable Development has become a commonplace term and a major reference point in global, national, and municipal politics of most countries, and increasingly also in the actions and policies of various political leaders. The overarching 2015 global framework of Sustainable Development Goals (SDGs) required UN member states, international organizations, as well as NGOs, businesses, cities and other stakeholders to align their activities/policies along 17 broad areas, ranging from poverty, inequalities to environment, peace, and good governance.

In this course, we will first explore the theories and concepts that support this global development framework. In the first block of the course, we will discuss links between sustainability and quality of life, learn about different ways to measure progress and discuss the ways in which the SDG is different in comparison to previous global development projects. In the second block, we will analyze, based on selected issues of poverty and migration, the role of different actors, the challenges they face, and the types of solutions they offer. The third block will be devoted to the highly important topic of our day – climate change. After establishing background, we will examine strategies offered by businesses, as well as by local communities, to mitigate the impacts and adapt to the new conditions. We will conclude the course with presentations of field projects and discussions synthesizing course themes and major take-aways.

Individual classes combine traditional lecture with interactive debates and workshops, screenings of documentaries, case studies, and guest lectures. Students will be invited to visit concrete organization (be it a business, an NGO or a public organization) that is designed on the principles of sustainable development and explore its activities and contributions. Students will have the opportunity to share and discuss their findings.

* SLOs:

Upon successful completion of this course, students will be able to:

* + Demonstrate an understanding of the theories and concepts of sustainable development in the context of global politics and current political discussions, including practical approaches taken by major stakeholder groups (governments, NGOs, cities, and businesses).
  + Identify major key-issue areas, as well as understand the basic dynamics of and connections between these areas.
  + Develop practical solutions to challenges related to sustainable development on local and global levels and demonstrate an ability to come up with an empirical measurement of the solution’s progress.
  + Critically assess the current public/media debate related to global challenges and their solutions.
  + Analyze international efforts to address international environmental problems.

1. **[Santiago, Chile](https://usac.edu/study-abroad-programs/chile/santiago) – Summer Session 2 (July) – Race, Gender, and Media** **(JOUR/GRI, 400 level, 3 credits)**

* Course Description:

This course examines the intersections between the media and the social constructions and understanding of race and gender. Students will develop the ability to critically evaluate topics related to mediated representations of gender, sexuality, intersectionality, diversity in media industries, gendered labor markets, gendered audiences and fan cultures, gender, power, and identity in digital era communication. These topics will be explored and studied through literature from sociology, communication and media studies, cultural studies, feminist theory, and internet/new media studies.

* SLOs:

Upon successful completion of this course, students will be able to:

* + Explain the relationship between media coverage of men, women, and minority groups.
  + Reflect on and demonstrate an increased awareness of how society and the media present perception of gender and race.
  + Analyze patterns in media coverage of men, women, and minority groups.
  + Discuss how stereotypes evolve and are supported and challenged by the media.
  + Identify diverse media audiences and explain how content affects them.
  + Demonstrate ability to apply social scientific approaches to the study of media, gender, and race.
  + Demonstrate advanced media literacy and discuss media’s cultural influences.

1. [**Verona, Italy**](https://usac.edu/study-abroad-programs/italy/verona) **– Summer Session 2 (July) – International Tourism Management (TCA/TOUR, 400-level, 3 credits)**

* Course Description:

This course examines the international tourism and leisure market environment, focusing on the economic, social, political, cultural, and environmental considerations of international tourism management and development. It provides students with concepts, models, and techniques to analyze economic and non-economic factors necessary for the identification and evaluation of foreign market opportunities in tourism, including the future of the global travel economy and its broad trends.

* SLOs:

Upon successful completion of this course, students will be able to:

* + Define international tourism, as well as describe major aspects of cultural tourism.
  + Gather and interpret relevant data to forecast change in the global tourism environment and to make judgments for successful strategies.
  + Assess competitiveness of tourism destinations and firms in an international dynamic environment.
  + Develop competitive and sustainable strategies for tourism firms and destinations.
  + Formulate decisions about the impact of global environmental factors on the international tourism market, as well as assess market opportunities that may arise.
  + Communicate information, ideas, problems, and solutions related to the identification and exploitation of market opportunities in international tourism contexts.
  + Apply a historical approach to contextualize, interpret, and forecast the (future) evolution of the international tourism market.

**Terms of the USAC Visiting Professor Program**

* Visiting Professors (VPs) in Summer Sessions teach one course. All courses are 3-credits.
* Summer VPs need to provide a W9 and are hired as independent contractors.
* Summer VPs are compensated via a $5,000 payment and need to purchase their own airfare as well as pay for housing and other personal expenses such as local transportation, meals, etc.
* International health insurance via CISI (the same plan our students are enrolled in) will be provided by USAC at no cost to the VP.

**Logistical Considerations Pertaining to All Visiting Professors:**

* USAC provides assistance in locating housing abroad, but VPs are responsible for any costs, including deposits, rent, utilities, etc.
* If Visas are required: While USAC will provide assistance to determine and help obtain any necessary visas for Visiting Professors, it is ultimately the responsibility of each Visiting Professor to research and obtain the appropriate visa. If you plan to extend your time abroad beyond your teaching assignment, keep in mind that USAC can only assist with obtaining a visa for the term you are teaching. It may be difficult to obtain a visa for a longer duration, and in most cases, you will be required to be physically in the U.S. when you apply for your visa.
* Visiting Professors may enroll in one USAC course onsite at no cost while abroad (not for credit). Any optional courses, tours or activities with fees must be paid by the VP.
* Dependents and companions are highly discouraged from joining the VP abroad, for logistical and scheduling reasons. If dependents or companions do accompany the VP, the VP is fully responsible for all arrangements and expenses; they are not permitted to attend any USAC courses, activities, field trips, tours, etc. and USAC staff (US and abroad) cannot be available to assist.

**Expectations for All Visiting Professors:**

* Upon selection into the Visiting Professor program, your participation is still contingent upon student enrollments. USAC courses will only be confirmed if **at least 5 students** are enrolled in each Visiting Professor course by the application close date.
* Visiting Professors are expected to very actively recruit, promote, and inform students on their home campus about the program and course in order to ensure sufficient enrollment.
* It is expected that Visiting Professors attend and participate in the onsite orientation and any required program meetings. Be prepared to introduce yourself and your course (this is your last opportunity to recruit additional students). It is also expected that you share your own international experience (if applicable), your motivation/goals for going abroad, how it ties in with your research, etc.
* You will be expected to live in the city where your USAC program is located, in order to fully participate in all aspects of the program inside and outside the classroom. VPs are required to stay until the program ends.
* Upon return, Visiting Professors will complete at least one project to help internationalize their home campus via USAC. These projects may include, but are not limited to, presenting research, writing testimonials or newsletter articles, or giving presentations to faculty or students. USAC reserves the right to request and use photos, articles, anecdotes, etc. from the VP for USAC marketing and promotion.

A note about outside trips, activities, and surcharges: While we encourage ways to take students outside the classroom for hands-on learning experiences, USAC has no additional funds available for VP course activities outside the classroom. Keep in mind also that summer terms are short (4-5 weeks) and that it is often difficult to arrange for guest speakers or field trips within that timeframe. It is reasonable to offer one local field trip (i.e. a local museum or historical site related to the course that can be reached by walking or public transportation). Others may be added if deemed feasible by the Resident Director and USAC.

Any plans must be coordinated well before arrival to program with USAC staff and Resident Director. Not all activities are guaranteed. Proposals will be evaluated by USAC. If confirmed, the VP and RD will work together to schedule the visit and any needed local transportation. It is the responsibility of the Visiting Professor to propose and, if approved, lead such activities onsite.

Summer 2023 USAC Visiting Professor

Application

**Instructions:**

Please complete all portions of this application and ensure all requested materials are enclosed when you submit. Incomplete applications cannot be considered. If possible, please send in PDF or Word format.

Complete the following application

Attach a 2-4-page CV that focuses on teaching experience and includes previously taught courses

Attach a department summary of recent student evaluations (quantified data if possible – include legend for rankings)

Return all the above **by** **11/14/2022** to:

**VisitingProfessors@usac.edu**

*Receipt of your materials will be acknowledged, but please be patient as we receive many applications at once.*

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| Legal Name | Click here to enter text. |
| Title | Click here to enter text. |
| Department | Click here to enter text. |
| Home University | Click here to enter text. |
| Prior USAC Experience | Please list if you have ever applied for, been accepted for, or participated in a prior USAC program (when & where) in any capacity: as a student, FIDA, VP, etc., or whether you participated in any site visit (when & where).  Click here to enter text. |
| Complete Home Mailing Address | Click here to enter text. |
| Office Phone | Click here to enter text. |
| Home/Cell Phone | Click here to enter text. |
| E-mail | Click here to enter text. |

**Location & Course:**

**Please indicate which location(s) and course(s) you wish to be considered for:**

Pau, France – Summer Session 1 – Sustainability in France/Europe (likely ENV/GEOG/PSC, likely 300/400 level, 3 credits)

Viterbo, Italy – Summer Session 1 – Food and Culture (ANTH/NUTR, 400-level, 3 credits)

Prague, Czech Republic – Summer Session 2 – Sustainable Development (ENV/GEOG/PSC, 300-level, 3 credits)

Santiago, Chile – Summer Session 2 – Race, Gender, and Media (JOUR/GRI, 400 level, 3 credits)

Verona, Italy – Summer Session 2 – International Tourism Management (TCA/TOUR, 400-level, 3 credits)

**Course Proposal for Sustainability in France/Europe (Pau, France)**

**If you wish to be considered for the Pau, France Program, please complete the course proposal section below:**

|  |  |
| --- | --- |
| Course Proposal | |
| Title | Click here to enter text. |
| Dept (Subject) | Click here to enter text. |
| Level | Lower (200) Upper (300-400) Graduate (400-600) |
| Credits | 3 credits |
| Language of Instruction | English |
| Description  (maximum 100 words) | Click here to enter text. |
| Prerequisites (required for 400-level and above): | Click here to enter text. |
| Student Learning Outcomes (3-4): Measurable outcomes for students after completion of the class. They should focus on what the student is able to do, rather than what they know. There should be at least three. While there is no strict upper limit, more than seven is unusual. Outcomes for upper level classes should focus on analysis and synthesis of knowledge rather than just showing understanding. | Upon the completion of this course, students should be able to:  Click here to enter text. |

If this course is currently offered at your institution, please list its title, department, and course number here: Click here to enter text.

**All applicants: please complete the remaining sections below:**

Explain your interest in applying to teach for USAC (50-100 words or less)

Click here to enter text.

Share your concrete and specific ideas on how you will promote the USAC course(s) on your campus (and beyond) to help ensure adequate enrollment (50-100 words or less)

Click here to enter text.

Please provide a brief biography that summarizes any of your awards, accomplishments, credentials, proud moments, or international experience – if selected, this may be published in our materials **(50-100 words or less)**

Click here to enter text.

**We ask all applicants to answer the following and to notify USAC via email of any relevant changes between the time of application and departure:**

Are you in good standing on your current campus and previous campuses where you were employed?

Yes No

If no, please explain:

Click here to enter text.

Have you ever been convicted of a crime? Yes No

If yes, explain the number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation:

Click here to enter text.