

Call for Collaboration, Ideas & Papers

The Forum on Education Abroad A Town Hall Meeting March 21-23, 2012 in Denver, Co

Adjunct Instruction in Education Abroad: A Town-Hall Discussion

<http://www.forumea.org/Sessions2012.cfm>

Session Format: Town-hall

Session Focus Type: Topical Discussion

Applicable Topics:

Assessment; Data; Faculty: Teaching, Training and Development; Health, Safety, and Risk Management; Intercultural Learning and Development; Mission and Goals; Program Development and Management; Program Philosophy and Models; Standards; Student Development

Audience Experience Level: General interest

Summary: This discussion-based session explores the landscape of adjunct instruction in EA and outlines a research agenda of its many ramifications. The reality of adjunct instruction should be assessed by professionals precisely because it's so prevalent and because it takes place at such a critically important place in study abroad—in the classroom.

Full Description: While study abroad offices at home and study abroad centers overseas have made very real strides in professionalizing their staffs, in implementing standards of good practice, and in articulating strategic ambitions and practices in all forms of student learning assessment, too little attention has been given to that very large and critically important constituency who actually delivery learning and study to our students abroad: onsite adjunct instructors.

While a diverse group, they are too often overworked and underpaid; they are highly credentialed yet undervalued; they wander like gypsy scholars travelling among multiple institutions and EA programs; they are responsible whether they know it or not for carrying out a number of distinct mission statements; they teach many SA courses and subjects and are called upon to lead students into all corners of EA cities and institutions yet often with little formal training or consistent guidelines; they teach with real passion and dedication but often must fly by the seat of their pants when doing so; their contractual hours are small while the ambitions their academic masters hold for them are great; and as the primary learning mentors SA students have contact with in host countries, their knowledge, training and well-being are critical to the success everyone else in EA seeks for their own programs.

In short, while many who teach in study abroad are affiliated, full-time, tenure-holding, instructors fully integrated into university EA structures and their related missions (through faculty-led programs, consortia programs, institutionally administered programs, or sponsored programs), many are not. In fact, ever more students in study abroad are being taught by part-time, locally hired adjunct instructors. (Indeed, this trend is well in place at home institutions too.) This reality—EA's collective corps of adjunct of instructors—should be fully recognized, researched and assessed by EA professionals precisely because it's so prevalent and because it takes place at such a critical place in study abroad—in the classroom. Let it be clearly stated that nothing is wrong with adjunct instruction. But the life and times of the adjunct instructor are very different from those enjoyed by full time instructors. Let's be sure we appreciate and plan for this different reality. Indeed, the study abroad community has little interest in ignoring both this reality and its many implications vis-à-vis student learning and development in study abroad.

To this end, this session is conceived as a seed for creating a new Working Group at the Forum on Education Abroad. While this working group would certainly start by identifying a number of research questions pertinent to this subject, several of the following would no doubt interest its members:

1. What percentage of study abroad courses is taught by adjunct instructors?
2. What is the structure and reality of employment that adjunct instructors face, on average, in study abroad?
3. What practical & logistical realities shape the adjunct's ability to embrace the learning culture and mission of numerable and distinct EA programs?
4. What training and professional development particular to adjunct instructor needs is, or is not, being provided?
5. What special attributes or challenges do adjunct instructors bring to study abroad students that EA professionals should be aware of?
6. What Forum Standards and guidelines should help inform the way EA structures employ, train, and assess adjunct instructors?

Additional questions from our team's initial discussions could be posed that highlight the perspective of US home institutions:

1. What is the procedure for obtaining approval for in-country faculty to teach? Is it the same as for an on-campus adjunct?
2. What is the role of the study abroad office in this process? Does it simply pass information between folks abroad and the relevant academic department on campus, or does it have an advocacy role?
3. What are the criteria/qualifications for in-country faculty? Should these qualifications be the same as for on-campus faculty, or should other factors carry more weight? (For example is someone with a Master's degree—no Ph.D.—who leads a dig or runs a gallery qualified to teach a 300-level art history course, even though on-campus faculty teaching such courses all have doctorates?)
4. How are pay rates determined for in-country faculty? Whose responsibility is it on campus to negotiate and approve these rates? Who determines whether they get a raise?
5. What is the responsibility of the U.S. institution vis-à-vis in-country faculty with regard to terms of employment (can they be let go from one semester to the next?), training and professional development (if American-style pedagogies are expected, how is this expectation transmitted?), evaluation (do they get a second chance if student feedback is unsatisfactory?), and integration into the on-campus academic community (can they be given adjunct status in the home department?)
6. What assurances are in place for handling a grade grievance once the study abroad program has ended (and the in-country faculty is no longer obligated to be around)?

With these many questions in mind, we took a quick look through the Forum's Standards of Good Practice and identified a number of obvious queries that would help inform the discussions of this working group.

6bi, 6biii-vii, 7ai-xii, 7dix, 8bi, 9ai, 9biv-viii, 9bi-iii, 9ciii

See: <http://www.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>

While this working group idea is clearly but a seed, we do suspect that one of our early efforts would be to create and circulate to study abroad programs in advance two brief surveys: one for the outlook of Resident Directors and another for the outlook of adjunct instructors. In the end, I think the goal of this working group should nevertheless be limited to the following key mandates:

1. Statistically map the state of adjunct instruction in study abroad
2. Identify, describe and assess key attributes and needs of adjunct instructors in EA
3. Draft good practice guidelines for EA programs using adjunct instructors

Relevance to Conference Theme:

This topic, largely ignored in study abroad, is at the heart of this conference theme because it focuses on helping study abroad professionals learn more about the long-term impact adjunct instruction may have on student learning and development in study abroad. Classroom culture abroad, faculty-directed instruction and pedagogy, personal contact with foreign faculty, and both formal and informal faculty mentoring are all at the heart of the students' intellectual and academic experience abroad—and integrating this experience into lifelong learning is critical to the mission of study abroad. The immense role that instructors play in this process—a great many of whom are adjunct instructors—requires that administrators know everything they can about the cultural outlook, relative strengths and weaknesses, and employment realities of adjunct instructors teaching study abroad students. Tracing and integrating beneficial student experiences abroad is premised upon the nature and quality of instruction abroad. This session is dedicated to learning more about the role adjunct instructor play in this process.

Interactivity & Fostering of Dialogue:

As the purpose of this session is to gauge the relevance of this topic to EA professionals, the presenters are more interested in hearing from audience participants than in lecturing to them. This is indeed a public town-hall meeting in which everyone is encouraged to share their insights, policies, experience, concerns, and ambitions vis-à-vis this topic so that the panel can compile and leave with a more complete agenda of future research items, issues, challenges, and goals. Each presenter will certainly say a few words about their own interests and outlooks on the topic but this is designed only to highlight the variety and complexity of possible research angles to take. We will, in addition, circulate to participants (and collect afterwards) a quick 1-page survey related to adjunct instruction in study abroad to capture their own immediate impressions and attitudes. This information will help inform open discussion and debate. Our intent however is to spark comment, to foster collegial dialogue, and to exchange ideas. And as this session is fundamentally about engaging the audience as to whether they think this topic needs additional attention by our profession, the collective sharing of knowledge and experience about this topic should result in a highly participative session.

Leader Name: Scott G. Blair

Leader Affiliation: CEA Global Education

Leader Location: Paris, France

Leader Address: Scott.Blair@GoWithCEA.com

Leader Bio: Scott G. Blair is Dean of the CEA Global Campus in Paris where he directs academic programming and curricular development. While teaching Human Rights and European History, he leads CEA's processes in instructional and learning outcomes assessment. He has 25 years of study abroad experience in French and American universities in Paris and has published in *Frontiers*. He earned his M.A. in History at Georgetown University and his Doctorate at the Université de Paris-Sorbonne.

Leader Previously Attended Conference: Yes

Presenter One Name: Russ Alexander

Presenter One Affiliation: The Education Abroad Network

Presenter One Location: Sidney, Australia

Presenter One Address: russ.alexander@educationabroadnetwork.org

Presenter One Bio: Russ Alexander is Director of Programs and Development at The Education Abroad Network and helped launch US study abroad in Australia in the late 1980s. Russ graduated from the University of New South Wales in Sydney, where he became the Associate Director for Study Abroad. Russ joined the Study Australia team in 2000 and now directs the programs in Asia and is responsible for the educational design elements of our Australian/South Pacific programs.

Presenter One Previously Attended Conference: Yes

Presenter Two Name: Lisa Chieffo

Presenter Two Affiliation: University of Delaware

Presenter Two Location: Newark, Delaware, USA

Presenter Two Address: lchieffo@udel.edu

Presenter Two Bio: Lisa Chieffo, Ed.D., is Associate Director of the Institute for Global Studies at the University of Delaware and Assistant Professor of Foreign Languages and Literatures. Overseeing some 70 EA programs, she has direct responsibility for program development, crisis management, policy and procedure development and implementation, and quality improvement. Her research in higher education appears in numerous professional and educational journals. She earned her Master of Arts and Doctoral degrees from the University of Delaware.

Presenter Two Previously Attended Conference: Yes

Presenter Three Name: Wedigo de Vivanco

Presenter Three Affiliation: De Vivanco Consulting International; Freie Universität

Presenter Three Location: Berlin, Germany

Presenter Three Address: wedigo@devivanco.de

Presenter Three Bio: Dr. Wedigo de Vivanco is Executive Vice President and Director of “De Vivanco Consulting International.” He was Director of the German Academic Exchange Service (DAAD), Dean of International Affairs at the Freie Universität (establishing the FUBiS and FU-BEST programs), president of the European Association of International Education (EAIE), and European representative on the NAFSA Bologna Task Force. He served on advisory councils at Princeton, Harvard, and Berkley. He graduated from Ludwig Maximilian’s University of Munich.

Presenter Three Previously Attended Conference: Yes

Presenter Four Name: Jeremy Geller

Presenter Four Affiliation: University of New Haven

Presenter Four Location: West Haven, Connecticut, USA

Presenter Four Address: JGeller@newhaven.edu

Presenter Four Bio: Dr. Jeremy Geller is Associate Provost for International & Experiential Learning at the University of New Haven. He served as Executive Director at the Roukema Center for International Education at Ramapo College of New Jersey, Director of Student International Academic Affairs at the University of Illinois at Urbana-Champaign, and Associate Director for Off-Campus Programs at Hobart and William Smith Colleges. A student at NYU and Vassar College, he received his PhD in Anthropology from Washington University.

Presenter Four Previously Attended Conference: Yes

Setup Format: Panel-presentation-Town-hall

Additional Microphones: 1

Additional Tables: 0