

Association des Programmes Universitaires Américains en France

A.P.U.A.F.

Fall Semester Workshop & Discussion Group

Scott G. Blair, Facilitator

Adjunct Instructors in Study Abroad: Pedagogical & Organizational Challenges A Town Hall Discussion

December 2, 2011

9h30-13h00

CEA Global Campus

6 Rue de Braque, 75003 Paris

PROGRAM

- I. Welcome & Sign-in
CAFÉ & VIENNOISERIES
- II. Participant Introductions
- III. Topic Presentation
- IV. Workshop Objectives (+ Survey Questions & Parking Lot)
- V. Document Presentation
 - a) Bibliographical & archival materials (blue)
 - b) Workshop exercise materials (salmon)
- VI. Document Review
PAUSE CAFÉ
- VII. Team Exercises
- VIII. Group Feedback
- IX. Town Hall Discussion
SWEEPSTAKES WINNERS

Some Things to Consider Today

- Pedagogical issues
- Classroom culture
- Grading policies
- Mission awareness
- Standards awareness
- Faculty training
- Faculty development
- Information & communication issues
- Conflicts of interest
- Safety & risk concerns
- Employment status (*for another day!*)
- Professionalism
- Performance standards
- Level of program integration
- Assessment role
- SA adjunct expectations of US students
- US student expectations of local instructors

APUAF
DECEMBER 2, 2011
WORKSHOP ON ADJUNCT INSTRUCTORS

Meeting Minutes

I. Introduction & Topic Presentation (Scott Blair)

- A. Origin of Topic: See Adjunct Instruction in Study Abroad=Discussion Overview
- B. Definition & Typology
 1. **Professional Adjunct:** an independent PhD/MA teaching numerous courses in numerous SA programs as the primary professional activity and main source of revenue. These may be of any nationality.
 2. **Part-time Adjunct:** a local non-academic professional, specialist or practitioner who teaches in a SA program. These may be of any nationality.
 3. **Resident Director Adjunct:** a permanent or rotating resident director who has teaching responsibilities within his/her own SA program. These may be of any nationality but for American programs, most are American.
 4. **Tenured Adjunct:** a full time permanent instructor "tenured" at a local national institution who teaches in a SA program. These tend to be host nationals.
 5. **Partner Institution Adjunct:** A part-time instructor teaching within a local national institution in which a SA program enrolls its students. These may be of any nationality.
 6. **Faculty-Led Adjunct:** an adjunct faculty member from the home campus who accompanies his/her students abroad. These tend to be the nationality of the sending country.
 7. **Other terms:** *Vacataires*, Tenure-Track, Non-Tenure Track

II. Participant Discussion & Questions vis-à-vis Adjunct Instructors in SA

- A. How do we reconcile the French pedagogical methods given the demands of the American syllabus and home institution requirements? Are French courses becoming Americanized in this process?
- B. French instructors generally require SA students to follow local classroom cultural behaviors (no baseball caps!) How is this negotiated culturally?
- C. How to include & engage local faculty members more in the life of the SA program? There is a desire to integrate instructional staff more fully into the program and make them feel like part of a larger operation. But how is this done?
- D. How do we train local instructors in new IT technologies such as Blackboard or Moodle? How do we manage differences in student and instructor expectations of one another's behavior in class? What role does culture play in this? How are these variables articulated to both parties?
- E. Is it necessary or pertinent to use French methodological teaching practices for US students abroad who are unfamiliar with French standards for intellectual work and culturally determined approaches to critical reasoning?
- F. While some SA administrators think it makes little sense to use local pedagogical practices in largely U.S. styled "island programs" they do think such practice is obviously more useful in immersion situations. How do we reconcile these two systems in the SA setting without frustrating students unfamiliar with such reaching learning styles otherwise acquired during primary and secondary education?
- G. American student are often disappointed by lack of interactivity in French classes taught by traditional French instructors. Should we be creating "methodology"

course as part of the pre-departure preparation or simultaneously during study abroad for students confronted with culturally different pedagogical structures?

- H. How much can we/should we impose upon local host national instructors U.S practices regarding syllabi, grading, class room behavior, student-instructor power relationships, etc.?
- I. What issues are raised when the onsite Resident Director is also a program instructor? How does one wear two very different hats effectively?
- J. How do we manage local hoist national faculty who find U.S. students lacking in intellectual rigor, analytic ability, and effective oral presentation skills?
- K. When attempting to integrate local host instructors into the life of the SA program, just how much can we ask of part-time instructors generally not paid to spend their time this way?
- L. While there are many traditional 'sage-on-a-stage" French instructors, some are becoming more open to U.S. standards regarding, for example, the American syllabus, U.S. student attraction to class discussion, and onsite instruction . But is there a danger that the US model becomes the model for international education?
- M. Indeed, the French system has changed: it's an "illusion" that the French educational system is stagnant. In fact, where is intercultural component that study abroad is supposed to be all about? Aren't we intercultural educators? Aren't our program supposed to be a bridge between two cultures? Also, it's important to remember that some SA programs employ non-French & non-U.S. instructors. Other issues: use of different grading criteria & mutual evaluations, i.e., instructors evaluating students and student evaluating instructors.
- N. Some programs have resolved these cross-cultural tensions by learning more about the expectations and backgrounds of the students and faculty members. Providing information and training for both is important.
- O. Another challenge is aligning faculty action to program and institutional mission. Who defines the program missions and how is this conveyed to stakeholders?
- P. How is intellectual freedom protected in the context of cross-cultural differences?
- Q. What impact does local labor law have upon the status of local adjunct instructors? How much training time can be considered part of the teaching contract?
- R. Recruitment and training SA abroad faculty are critical to the success of the SA program. (Who are the students? What are the program objectives? How do they learn? What can instructors reasonably expect of them? How should students be graded? What rights and duties to U.S. students have vis-à-vis instructors in a foreign country? Etc.)
- S. What can be done to better integrate SA instructors into the SA "family"? Do they feel included? Do they know who they should go to for what? Who are their colleagues? What collegial activities and opportunities exist?
- T. What conflict of interest must instructors manage when teaching in several SA programs who are in fact competitors? What issues of intellectual property rights are involved here, both between the program and the adjunct instructor and between competing programs?