

September 16th, 2008

To: Faculty Interested in Teaching for Consortium Programs

From: Consortium Faculty Selection Coordinator

Re: General Teaching Information

Professors are chosen to teach in Consortium programs for a variety of reasons. Criteria for selection includes academic success, quality of teaching, flexibility in course offerings, record of student involvement and interest in international studies. The following topics are some of the considerations; the application of these criteria varies from program to program and over time.

1. Programmatic needs. Program needs vary as do the professors' availability. In addition to core courses and various electives, the Consortium looks for courses that are international in nature and of interest to a wide number of Consortium partner schools. In the latter case, these courses may be difficult for individual member schools to offer; consequently the Consortium offerings can be viewed as an expansion of the individual school's capabilities. Our area of greatest need is for the full-semester undergraduate programs since we teach a complete range of business, journalism and communication courses each semester.

2. Instructional skills. The Consortium builds its teaching reputation on the professors' ability to teach high quality, rigorous courses. To be considered, professors are asked to have demonstrated teaching skills through student ratings, teaching awards, peer reviews and other teaching evaluation mechanisms.

3. Professional development. One of the Consortium's goals is to encourage professors to develop their international materials and teaching knowledge. Many professors who teach in Consortium programs return home with a richer international background which they apply to their curriculum at their home university.

4. Faculty involvement. Consortium programs are relatively small; thus the environment provides a close relationship between professors and students. In the most successful programs, the interaction between students and professors begins prior to leaving the US. Once the program begins, professors are encouraged to spend time with students in a variety of settings including periodic meals, extra-curricular activities etc. Most professors report that the close involvement with students is one of the most enjoyable aspects of the program. The Consortium also asks present and past professors to help recruit students through announcements, meetings, dissemination of materials and other forms of encouragement. Returning professors might also be asked to speak with a new professor about the experience of teaching for the Consortium including family considerations, living arrangements, student interaction, etc.

5. Student participation. There is a close connection between the total number of students attending a program and the total number of professors needed. In addition, students appreciate professors from their home school participating in the program with them. We do not use a quota system. However, it is difficult to justify frequent participation by professors from schools where few students have attended if we have interested professors from more active schools.

6. Flexibility. Professors who teach a variety of courses and who are available for teaching during different time periods are more easily accommodated. Professors looking for only summer participation are very difficult to accommodate. Additionally, some students have special needs, such as independent studies, and professors' willingness to help is appreciated. The more flexible that you are in terms of timing and courses, the easier it is for us to find a time for you to participate that works for both of us.

7. Fit and overall teaching team. Each program has unique characteristics and requirements that are not satisfied by any one professor. Consequently, some aspects of the teaching choice have to do with the overall

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teaching team. Consideration, for instance, of diverse faculty backgrounds might be especially important. Teaching for the first time for the Consortium requires some effort on the part of the professor. To help with this process we try to incorporate professors experienced in teaching for the programs if possible. Returning professors are valuable to the process of developing a consistent overall program. For the same reason, it is desirable to use experienced professors in shorter courses.

8. Other Responsibilities. In addition to teaching classes, there are few other duties and rules which professors are asked to follow. Some, such as signing forms including add/drops and submitting grades are governed by The University of Iowa policies. Others have been established by the Consortium for the overall good of the program, students, professors and staff. First and foremost, all professors, new and returning, must arrive in time for and participate in the faculty orientation at the beginning of the program. This is critical as you will learn everything you need to know for a successful term. Even returning professors are required to participate in orientation as it is guaranteed that something has changed since the last time they participated. Professors, who have skipped orientation, frequently have had a much more difficult time adjusting to the program, culture and environment. Additional required responsibilities include periodic faculty meetings, accompanying students on company tours and serving as a mentor to an assigned group of students. Professors may also be asked to volunteer their time and expertise to help offer special seminars to students throughout the semester.

9. Timing. The undergraduate semester programs are 13-weeks long (with two travel weeks) in the fall and the spring and professors typically teach two courses. For continuity purposes, courses are best offered over the entire time period. Some professors have experimented with team-teaching a set of courses with another faculty member at their university or at another university in order to accommodate shorter stays by individual faculty members; however the Consortium prefers classes be taught by one professor over the entire semester so the preference will be given to professors that can stay for the entire semester. Both the graduate and undergraduate summer programs are 4 weeks in length and professors teach one course.

10. Remuneration for services depends on the program, the number of courses being taught and the circumstances of the individual faculty member. The compensation package includes provision of an apartment and, for all but short programs, use of a car during your stay. The Consortium must charge a relatively small fee to cover personal use of the automobile for tax purposes. Monetary compensation can be paid directly to the faculty member, if they are on leave from their home university during the program or directly to the faculty member's university or academic unit in order to secure the release of a faculty member's teaching commitment. Monetary compensation paid for a faculty member ranges from \$16,000 to \$23,000 for a semester program (typically two courses) although the actual cost to the Consortium including fringe benefits, housing and automobile is approximately double that number.

11. Additional Information. To learn more about the Consortium programs please visit www.cimbaitaly.com for the most up to date information. You should also feel free to contact your university's Consortium representative. If you need materials to distribute, help with outreach, or have questions about teaching for the Consortium please contact Cassie Cooper, Director of Outreach and Program Development at cassie-cooper@uiowa.edu. If you would like to be considered for a teaching experience in Italy please complete the on-line application found at www.cimbaitaly.com/Employment-28/Index.htm. This will ensure that details regarding the courses that you teach and your availability are added to our database and that we can then contact you should an opening become available.