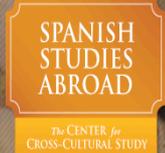


*Strengths-based coaching:
working with challenging faculty
program directors*

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Who are we?

- Faculty?
- Work with faculty overseas?
- Work with faculty in US?

Let's make some generalizations...

Typical faculty traits that may be great assets when directing a study abroad program:

- Critical thinking
- Passion for their discipline
- Inquisitive mind
- Know how to run a classroom
- Care about student learning
- Know how to assess student learning – formative and evaluative
- Ability to focus intensively on one topic

Let's make some generalizations...

Typical faculty traits that may present challenges directing a study abroad program:

- Little experience with students outside the classroom
- More interested in research than teaching
- Used to self-governance
- Used to being an expert in a field – discomfort in an area outside of that field
- Can succeed without being detail-oriented
- Idealized expectations of students

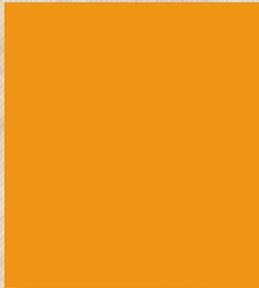
The (silent) voice of experience

Take a few minutes to jot down notes about a challenging experience you have had working with a faculty program director...

... or work as a faculty program director.

We will come back to these notes later so no need to share now.

The Strengths Perspective in Social Work Practice



Deficit Perspective

- Medical model that seeks to isolate the smallest component of the problem
- Can be quite dehumanizing
- Looking for problems generates more problems
- The location of a problem can be problematic
- Expecting people to be sick is sickening

Strengths Perspective

- Radical perspective that requires us to view the whole person and put their capacities in the foreground.
- The client is the expert on their experience. The helper is the expert on the process of helping
- Recognizes and critiques the deficit perspective and recognizes that our systems often work to undermine people's strengths.

Strengths Perspective in Faculty Coaching

- All faculty program directors have strengths: We should be on the lookout for skills and capacities that faculty have and use them, not undermine them.
- When people seems helpless or hopeless, a strengths focus can be instrumental in helping them move past difficulties.
- When people are struggling, there is tremendous opportunity for growth.

Strengths Perspective in Faculty Coaching

- All faculty members can facilitate students' cross cultural experiences, and we can't predict how.
- Working “with” challenging faculty members (as opposed to working “on” or “around” them) will help them to feel more motivated, in control and more invested in the outcome.
- Every environment (sending university; host site; host culture) is full of resources. Sometimes we have to look hard to find them.

Strengths Assessment

- Finds out what the person's experience is
 - Communicates strengths to the person seeking help
 - Enhances awareness of strengths
 - Uncovers new strengths (they may be hard to see)
-
- How? Skillfully applied questions lead to greater awareness of strengths

Strength Based Questions

- How did you deal with situations similar to this before?
- What are the resources on the ground?
- Who is on your team?
- What do you think is going to happen?
- What should you do to take care of yourself?
- What are your goals?
- What should you be worried about?
- What would your hero/parent/mentor advise?

Coaching faculty program
directors at the overseas site



Types & Needs of Faculty Program Directors

- Language Competency: native speakers, near-native, beginning levels, no background at all in target language
- Familiarization with host-country: citizens, family members living in host town/city, seasoned travelers or have never been to the country
- Accompanying: spouse, children, partner, by themselves
- Level of involvement: teaching a course, accompanying the group, chaperones
- Duration of program: staying for one semester vs. short-term

Creating a second home for FPD's

- Pre-Departure

- Familiarization trip: visit host city/town beforehand
- Skype meetings with Resident Director to go over program
- Be involved in program design and/or familiarized with budget & inclusions

- On-Site

- Accompanying Faculty Orientation Packet and Resource Guide*

- On-site Program Staff*
 - Emergency, Safety and Health Information*
 - Academic Program*
 - Enclosures: maps, copy of Student Handbook*
 - Weekly meetings with RD to be informed of student incidents*

Creating a second home for FPD's

- ***Homestays***
 - See the apartment/house beforehand
 - Get to select the apartment of their choice
 - Arrive one or two days before the group
- ***Daily Life: Getting a Routine***
 - Provide information about schools and tutors for family members
 - Familiarization with neighborhood, a walking tour
 - Locate supermarkets, pharmacies and affordable restaurants where locals go
 - Extracurricular activities: sports, gym, dance
- ***Research & Cultural Events***
 - Information about libraries and professors at local universities; library cards
 - Specialized study centers and/or museums
 - Cultural guides, local newspapers, what's happening in the city

FPD's: Teaching a Course Abroad

- **External Factors To be Considered by FPD's when preparing syllabus:**
 - Physical space of rooms in homestays
 - Access to libraries or quiet areas for study
 - Distractions: social and cultural
 - Travel bug
 - Carpe Diem syndrome
 - Daily stress of communicating in a second language
- Share syllabus with On-Site Resident Director: to obtain cultural feedback

FPD's: Teaching a Course Abroad

- Home Campus vs. Abroad: academic expectations must be reconsidered
- Adapt the reading load!
- Assign higher percentage to participation grade (oral skills)
- City as a classroom: guest speakers, places to visit, take advantage of local resources
- Research possibilities: reconsider extension of papers
- Take into account students' overall course schedule: integrated courses, fieldwork

Coaching faculty program directors on campus



Motivation

I just love being able to introduce students to the great things I saw when I studied abroad

Comment peut-on être Persan?

As Americans we have an obligation to teach students to serve the world's poor

How can I get students to pay for my family vacation / my research?

OR: I enjoy teaching and learning with my students in a new environment that stretches all of us.

Self-assessment

Self-assessment lets faculty be the experts on their own experience

Current competencies

Questions for thought

Scenarios

Next steps: dialogue

“Training”

Case Studies

Role-playing

FPD Mentoring

Group buy-in – value added

Incentives

The on-campus team

Campus resources

Documentation

The debrief

Celebrate victories

Learn from mistakes

Evaluation

Quality improvement

Study Abroad Stories

Professor S.C. cares deeply about her students. She somehow manages to communicate to students, with a few strokes of her red pen, that their papers are both substandard and that she believes that they can do better. She is known across campus for the amount of time she devotes to students who want to improve. When she decided to take a student group to Corfu, you were concerned as she also has a reputation for becoming easily confused. You heard a story once that she got lost in her own academic building. You discouraged her from taking students abroad, but the Academic Dean vetoed your "discouragement."

She has quite a following of adoring students, even a few who have tasked themselves with keeping her on track during class, so you weren't surprised when seven students decided to sign up for the program.

On day three of the program, she called, collect, to say that she had lost a student! Once she calmed down she told you that one of her students did not come back to their host family last night. The hotel manager where S.C. is staying drove her around the island and eventually they found the student asleep on the beach.

She wants to put the student on the next plane home and wants your approval.

Your Study Abroad Stories

- What did you hear today that you can apply to the story you outlined at the beginning of the session?
- What will you do differently or think about differently in your work after this session?

Questions?

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Thank you!