

Academy for Curricular Internationalization 2021 Faculty Development Prospectus

Faculty Development Purpose

Texas Tech is establishing an Academy for Curricular Internationalization (ACI) to provide faculty training to tenure-track faculty, professors of practice and instructors for designing internationalized courses. Course internationalization is a process where international, global, and intercultural components are integrated into course content, teaching methods, assignments, and assessment. This program is part of a larger university-wide initiative to internationalize the curriculum to ensure that all students are exposed to international perspectives and that they can build global and intercultural competency at home regardless of their study focus. The ACI seeks to build a community of fellows that share an understanding that our future presents complex challenges that require collaboration beyond national borders and that such challenges need to be brought into focus in the classroom. Such a curriculum will prepare students for the many global challenges that face their generation and those that come. This faculty-training program will cover the basics of course internationalization so instructors can clearly articulate global learning outcomes and readily transform teaching content, pedagogies, and means of assessment. Subject areas will include: [i] developing a global mindset, [ii] practical approaches for global learning and assessment, [iii] building cultural competence through innovative activities, and [iv] instructional resources for a global dialogue. Each section will include a topic overview followed by specific case studies.

TTU instructors with experience/expertise in course internationalization will serve as mentors for participants who will build an internationalized course. Mentors will provide case studies, teaching resources, and opportunities for open discussions. Protégés will be tasked with designing/retooling a course with global student learning outcomes; assessment tools may include written assignments, oral presentations, group work, reflections, classroom discussions and/or standardized instruments to measure international awareness, intercultural understanding, and global responsibility. ACI participants are encouraged to bring their own teaching experience, whether in developing course(s) that cover global issues, working with researchers outside the U.S. and/or interacting with international students in the classroom. Some members will have served in designing international efforts and have participated in educational programming in higher education. ACI participants, through peer and subject-expert interactions, will gain greater insight into integrating global perspectives into their academic disciplines and courses to create an environment that inspires advocacy, engagement, and curiosity.

Fellows Program Components

Eight workshop sessions will be offered during the 2021-2022 academic year: external speakers will provide an overview of each subject area while TTU instructors will provide tested instructional methods and means of assessment that introduce a variety of perspectives, provide alternative

paradigms of learning, allow for student reflection as well as encourages dialogue and discussion. The program is geared towards two levels of instruction: [i] undergraduate general education/first-degree compulsory curricula (*e.g.*, foreign language, regional studies, or global issues) with intentional opportunities for self-reflection, intercultural interaction, and identity exploration; and [ii] courses in a student's major, program of study, or research area that are internationalized by incorporating international perspectives and highlight global issues in the specialized field. In the inaugural class, we anticipate recruiting twenty participants equally divided between mentors and protégés with as much diversity as possible across the ten teaching colleges. Alumni of the program will be able to participate in subsequent events sponsored by ACI and network with cohorts participating in future training programming.

Program trainees will commit to provide the following course deliverables:

- Expanded course content to include one or more internationalized student learning outcome (SLOs);
- A road map of learning activities, course material and curricular resources; and
- Assessment methods to ensure outcomes are observable and measurable.

During the orientation, mentors will generate a rubric to evaluate internationalized SLOs, class activities centered around international problems/critical global issues, and articulated assessment of SLOs. The formulated rubric will be the basis for peer review of the new or redesigned course materials. The goal of the course deliverables is to communicate to students the importance of global learning, to make clear the course expectations, and design evaluation tools that provide consistency in grading. Participants will be encouraged to network with members of their class through food breaks before or after each workshop. At completion of the program, a stipend will be awarded.

Candidate Requirements and Selection Process

Applicant Expectations

The Academy for Curricular Internationalization faculty-training workshops are intended to promote leadership skills that will better serve the University. While there are no formal requirements to be accepted into the program, the training necessitates a time commitment including the intention to participate in eight (60-90 minute) workshops over the academic year, meet once a month with your mentor or protégé, and provide revised course deliverables after mentor and peer review. Both mentors and protégés will receive a stipend (\$1,000) for participation in the program. The goal is to select a cohort of faculty who are a passionate about teaching, seek to internationalize a specific course and currently teach at the undergraduate level.

Selection Process and Timing

In applying for the program, the applicant will be asked to identify the course targeted for internationalization and why the class will benefit from such efforts (*e.g.*, high enrollment or no current international content provided); a teaching statement will also be solicited. The speaker workshop program has been set (see the CGC webpage) and a call for applicants will be open from June-August. Applicants will be selected in early fall semester and the program will run during the 2021-2022 academic year.