

Session 3: Innovative Curriculum & Pedagogy

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Session Outline

- ACE Internationalization Lab
- UMBC's Commitment to Internationalization
- Together towards Innovative Curriculum & Pedagogy

ACE INTERNATIONALIZATION LAB

The ACE Internationalization Laboratory

- An invitational learning community that assists participating institutions in developing capacity, capability, and strategy for comprehensive internationalization.
- Involvement lasts 16-20 months.
- Each cohort is 10-12 institutions.
- 138 institutions (including you!) have participated.
 - U.S. and international
 - All sectors



Laboratory Timeline

- Sept. – Dec. 2018
 - Form Committees
 - ACE Advisor Site Visit (Dec. 13)
- Jan. – Jun. 2019
 - Collect and Analyze Data
 - Develop Initial Findings
 - Benchmark Peers and Industry Standards
- July – Oct. 2019
 - Verify Findings with Stakeholders
- Nov. 2019 – Mar. 2020
 - External Peer Review
 - Review Drafts of Report
- July 2020
 - Submit Final Report to Institutional Leadership

UMBC Lab Structure





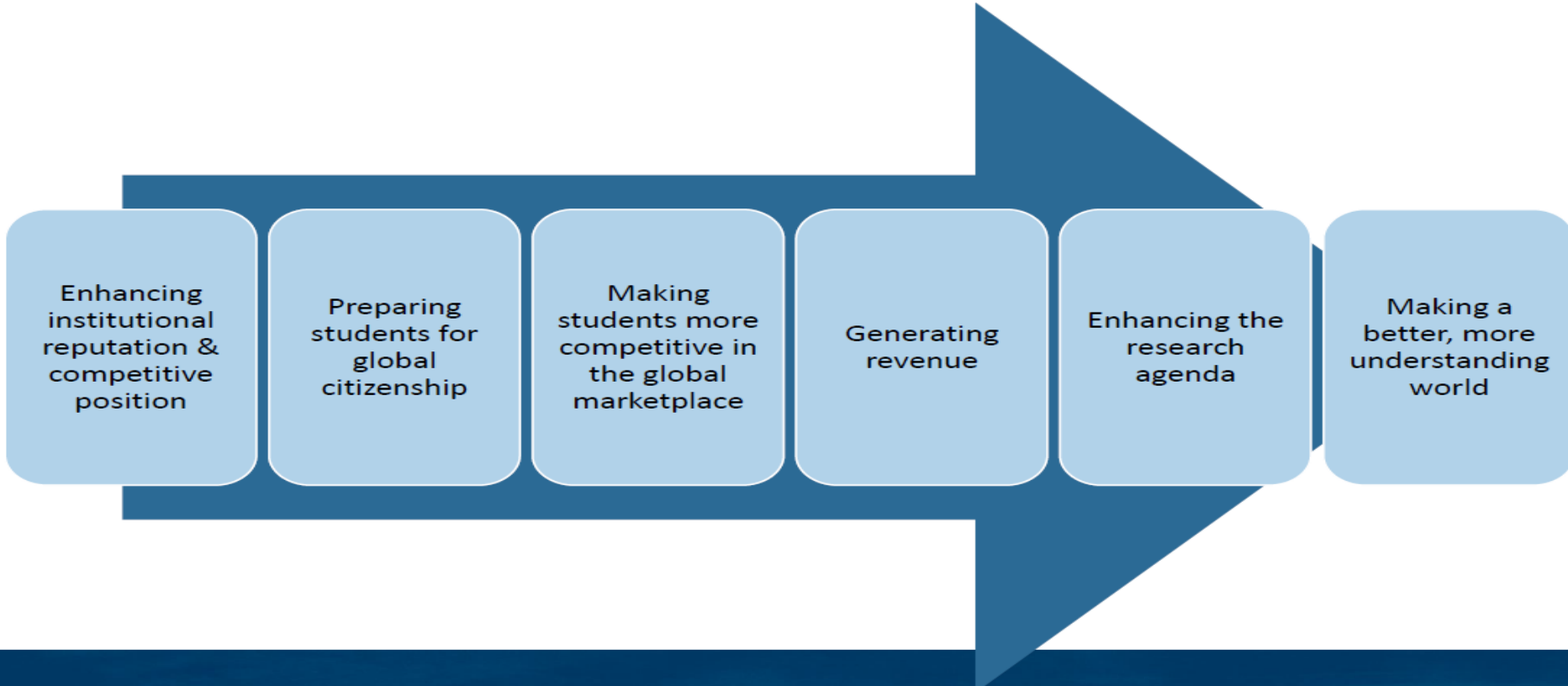
Comprehensive internationalization is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

– American Council on Education

Comprehensive internationalization is not just **“What are we doing?” ...**

- ✓ Study abroad
- ✓ International students and scholars
- ✓ Linkages/institutional partnerships and exchanges
- ✓ On-line education (virtual study abroad) and internationalized courses
- ✓ Area studies programs
- ✓ Foreign language
- ✓ International studies (interdisciplinary)
- ✓ International business (multi-regional, discipline-based)
- ✓ Research collaboration
- ✓ Dual and joint degree programs
- ✓ Outreach
- ✓ Cross-cultural events and training
- ✓ Etc.....

...Comprehensive internationalization answers
“Why are we doing this?”



Enhancing
institutional
reputation &
competitive
position

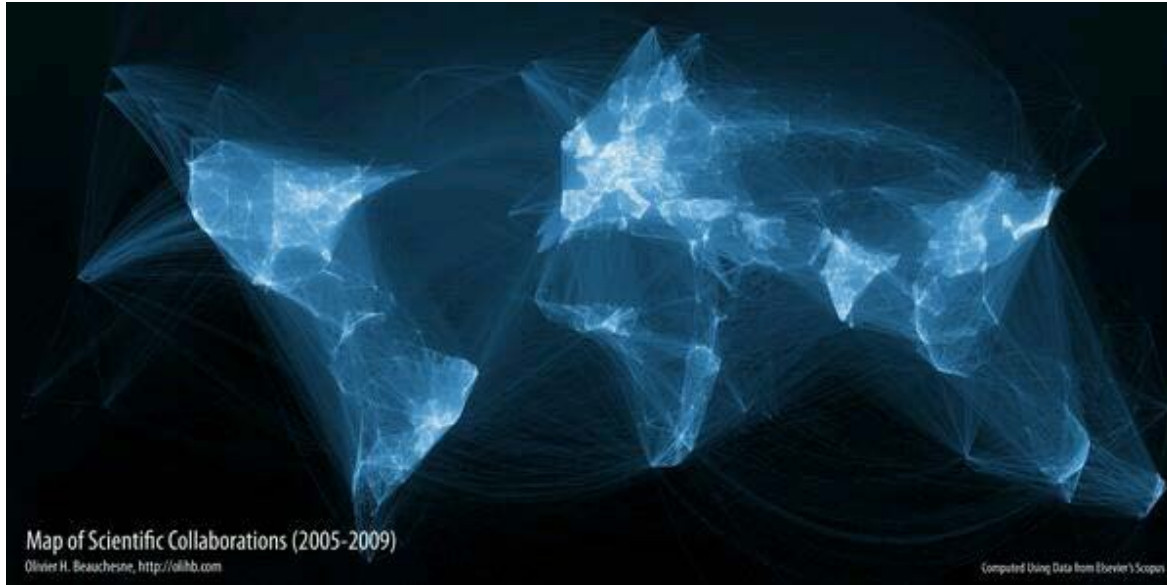
Preparing
students for
global
citizenship

Making
students more
competitive in
the global
marketplace

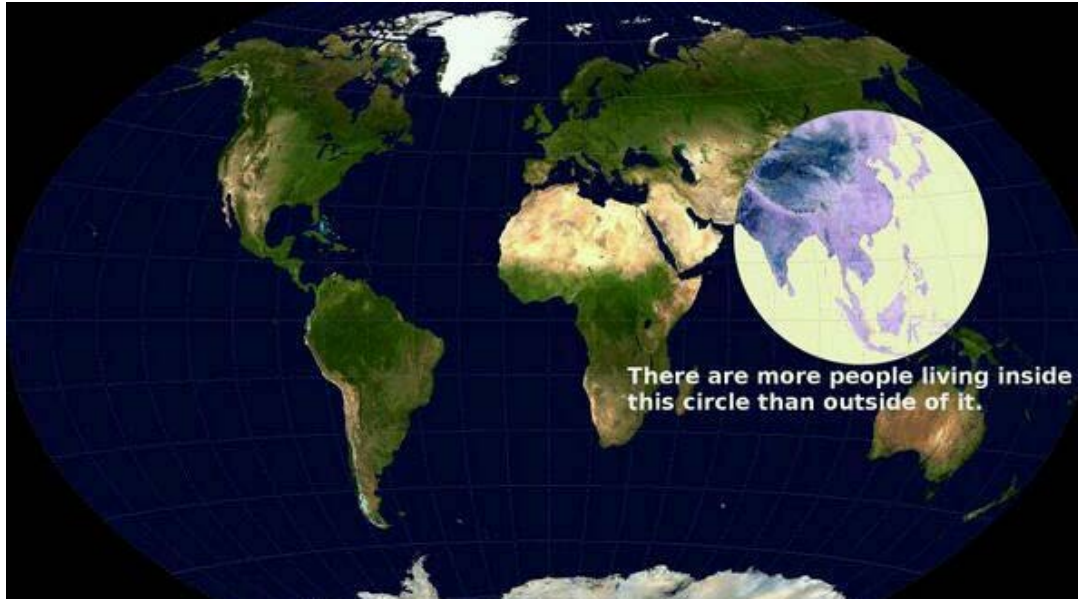
Generating
revenue

Enhancing the
research
agenda

Making a
better, more
understanding
world



UMBC'S Commitment to Internationalization



Together Towards Innovative Curriculum & Pedagogy

SUBCOMMITTEE

Subcommittee Roster

- Dr. Marc Zupan (co-chair), Associate Professor and Graduate Program Director, Mechanical Engineering
- Dr. Irina Golubeva (co-chair), Associate Professor, Modern Languages, Linguistics, Intercultural Communication

- Ciera Clay Valian, Assistant Registrar, Registrar's Office
- Christine Powers, Academic Advisor, Natural and Mathematical Sciences
- Erin Waddles, Coordinator for Student Diversity and Inclusion, Campus Life
- Dr. Marie de Verneil, Senior Lecturer, Modern Languages, Linguistics, Intercultural Communication

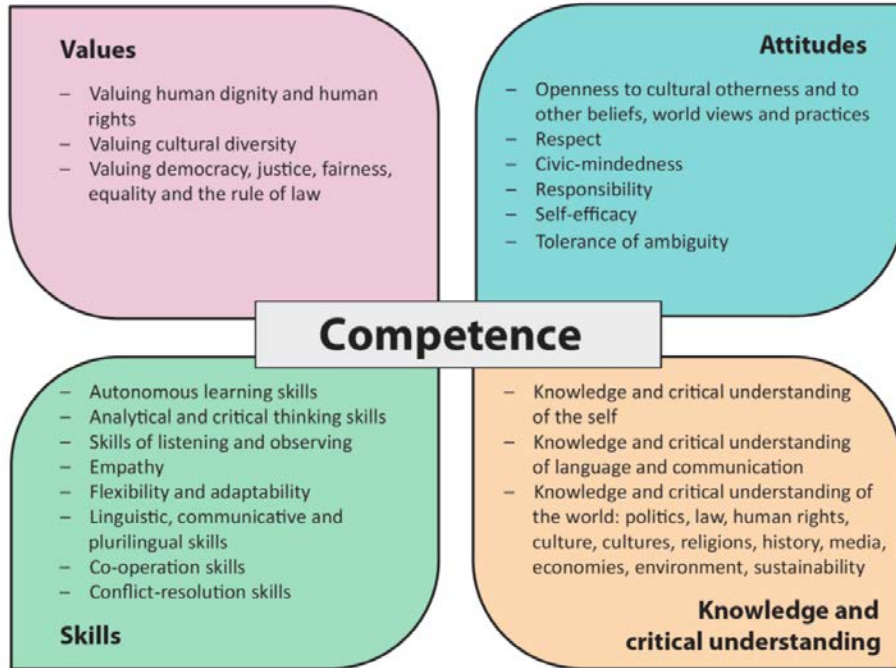
- Rose Malone, Education Abroad Advisor, International Education Services
- Rachel McCloud, Education Abroad Advisor, International Education Services
- Caylie Middleton, Associate Director for Education Abroad, International Education Services
- Dr. David Di Maria, Associate Vice Provost, International Education Services
- Adam Holden, General Associate, International Education Services

Subcommittee Charges

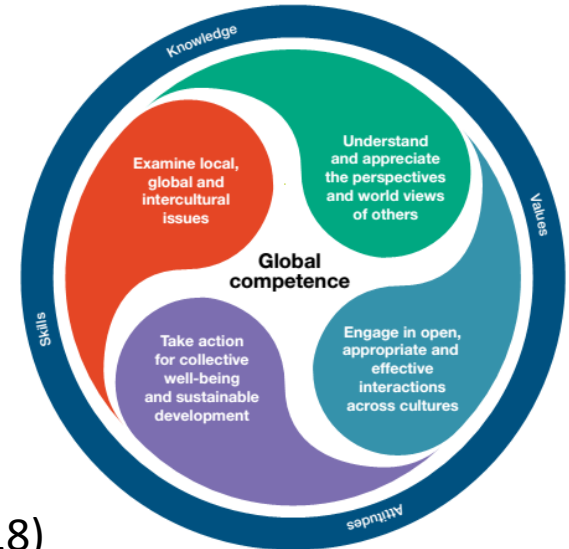
- Suggest faculty incentives and recognitions for internationalized/global curricula
- Explore feasibility of integrating global learning opportunities into each major
- Articulate learning outcomes for international programs and develop strategies for assessment
- Assess campus programming that supports Internationalization at Home (IaH)
- Produce report with final recommendations/goals

Global Competence

Figure 1: The 20 competences included in the competence model



Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.



Sources: [CDC \(2016\)](#); [PISA \(2018\)](#)

4 dimensions of the model

Global competence is the capacity

- (1) to examine local, global and intercultural issues,*
- (2) to understand and appreciate the perspectives and world views of others,*
- (3) to engage in open, appropriate and effective interactions with people from different cultures, and*
- (4) to act for collective well-being and sustainable development.*

Global Competence

*a combination of **specific knowledge, skills, attitudes and values** across four interdependent and overlapping dimensions*

Dimension # 1

- *the capacity to examine local, global and intercultural issues*

Dimension # 2

- *the willingness to understand and appreciate the perspectives and world views of others*

Dimension # 3

- *the ability to engage in open, appropriate and effective interactions with people from different culture*

Dimension # 4

- *the readiness to act for collective well-being and sustainable development*

What makes it a UMBC definition and model?

#1: *the capacity to examine local, global and intercultural issues*

- *the capacity to push boundaries and to make big breakthroughs by asking more of ourselves and the world, in other words - to **reach together**.*

#2: *the willingness to understand and appreciate the perspectives and world views of others*

- *the willingness to **explore every angle**, to value people in all their complexity — their perspectives, knowledge, ideas, and experiences through creating an environment of openness, generosity, and constant learning.*

#3: *the ability to engage in open, appropriate and effective interactions with people from different culture*

- *the ability to learn to **claim your future** by unlocking amazing networks and careers within UMBC, by asking more from your college experience, and by discovering your personal strengths and campus support .*

#4: *the readiness to act for collective well-being and sustainable development*

- *the ability to collaborate across diverse perspectives to fuel true innovation, and the readiness to **extend beyond** by forging true partnerships to advance knowledge, economic prosperity, civic engagement, and social justice.*

What are learning outcomes associated with each of these dimensions?



The task of determining them should be delegated to the individual colleges, departments!

SWOT Analysis: Strengths

- 1) Expertise and enthusiasm of UMBC faculty and staff in a broad range of areas especially pertaining to internationalization
- 2) Established research and professional connections of UMBC faculty and staff
- 3) Faculty-driven decision making culture on campus
- 4) Personalized advising for students
- 5) Presence of an academic advising community and the Office of Academic Advising and Student Success
- 6) Rich curriculum and density of rich experiences on campus

SWOT Analysis: Strengths

- 7) ACE Internationalization Laboratory
- 8) Expertise and enthusiasm of International Education Services (IES) staff for internationalization
- 9) Existence of an International Living Learning Community
- 10) Innovative IES programs e.g. Dawg Days Abroad
- 11) Availability of IES Education Abroad staff and advising opportunities
- 12) Office of Academic Advising and Student Success is potential partner

SWOT Analysis: Weaknesses

- 1) Decentralized curricular information spread among the General Education database, academic program review database, and faculty annual reports
- 2) International credentialing challenges:
 - Uncoordinated approach to education abroad transfer credit practices that varies according to department
 - Varied protocol for who should be approving study abroad courses among units
 - International transfer process/procedure
- 3) Lack of consolidated database of study abroad transfer credit accessible to student and faculty approvers
- 4) Limited administrative support for Education Abroad

SWOT Analysis: Weaknesses

- 5) Lack of incentives for faculty to support participation in international initiatives
- 6) Program rigidity (specifically for STEM) with perception of not enough time or credit space to fit in an international education experience
- 7) On-campus residency practices
- 8) Physical space of IES is not visible nor easily accessible for students (“Out of sight, out of mind”)

SWOT Analysis: Opportunities

- 1) ACE Internationalization review
- 2) Stronger USM budget for 2019-2020



SWOT Analysis: Threats

- 1) Study Abroad database with 1300 non-vetted programs to choose from is overwhelming to students
- 2) Education abroad offerings are not competitive among peer institutions
- 3) Global political trends
- 4) Student, faculty, staff safety while traveling abroad on university business
- 5) Reliance on self-support and one-time funding for core needs



Discussion Questions

- How do we get this information (regarding internationalizing the curriculum) out to faculty and staff beyond who's here today?

- How can we collect information from faculty and staff who are already doing this or would be interested in becoming involved?

Discussion Questions

- ❖ What are main barriers to internationalizing the curriculum and co-curriculum at UMBC?
- ❖ How can we leverage UMBC's demographic diversity and/or facilitate international experience to develop our students' global competence?
- ❖ What would you add to this SWOT analysis? What surprises you?

Discussion Questions

- ❖ What are our gaps in programs and services related to internationalizing the curriculum and co-curriculum?
- ❖ What does internationalization of curriculum and co-curriculum mean to you?
- ❖ How do we want to measure and recognize global competence on campus?

Final Questions, Comments



Internationalization Survey

- Please complete the short survey
 - retreat.umbc.edu/sessions

Thank you for your active participation!

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