

COIL LATIN AMERICA ACADEMY FOR SPRING 2015 COURSES INFO AND APPLICATION FOR SUNY FACULTY

Internationalize your course through collaboration with Latin America

Become an Academy Fellow and transform your teaching through collaboration with a Latin American university as your students view their course material through a new cultural lens. Fellows will have the opportunity to co-develop a COIL course or module with a Latin American Faculty Partner that capitalizes on web-based technology to provide students an enriching intercultural experience. Fellows will receive professional development and support from the COIL Center as well as funding to attend a joint workshop in Mexico.

UPDATED SUBMISSION DEADLINE: MAY 16, 2014 by 11:59 p.m.



Sponsored by The SUNY COIL Center & Banco Santander



ONLINE INFORMATION SESSIONS:

Can be arranged at the request of a Nodal Network Campus by emailing coilinfo@suny.edu

BACKGROUND

Under the leadership of SUNY's Center for Collaborative Online International Learning¹ (COIL), this project will develop course-based partnerships between SUNY campuses and universities in Latin America. The COIL Center will support selected faculty and their institutions as they develop and pilot, equitable, team-taught courses or modules which emphasize experiential and collaborative student learning. These may also serve as a basis for the creation of long-term sustainable international partnerships between the participant campuses. The ongoing offering of these courses will lead to students from SUNY and Latin America gaining meaningful experiences in cross-cultural international classrooms; thus contributing to greater cultural understanding and cross-border dialogue and exchange between faculty, students, and staff at SUNY and peers in Latin America.

The project's first iteration will seek to create spring 2015 courses which build on the success of SUNY's long-standing relationship with higher education institutions in Mexico with support from SUNY's office in Mexico City. For the first cohort, SUNY faculty and institutions from the COIL Center's Nodal Network will be selected and partnered with faculty from the following Mexican institutions which are members of the COIL Center's growing Global Partner Network. The table also lists some disciplinary areas of those institutions which have expressed interest in developing COIL courses or modules with SUNY. We welcome applications from SUNY faculty from any discipline, including those not listed below, as COIL collaborations often lend themselves well to interdisciplinary partnerships. The COIL Center will provide guidance and support in creating such partnerships.

Global Partner Network Campus	Disciplinary Areas of Interest
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¹ The COIL approach links a class in one country with one in another country. COIL's approach is not classic distance education, and its model does not merely promote courses where students from different countries share an online classroom. Rather, it creates equitable team-taught learning environments where faculty from two cultures work together to develop a shared syllabus based on academic coursework emphasizing collaborative student learning and activities. Classes may be fully online or offered in blended formats with traditional face-to-face sessions taking place at both schools, while collaborative student work takes place online. If you would like to learn more about the COIL Center please visit: <http://coil.suny.edu>.

Universidad de Monterrey (Monterrey)	Education, Humanities, Business, Engineering
Universidad La Salle (Mexico City)	Architecture & Urbanism, Actuary Sciences, Biomedical Engineering, Professional Ethics, Entrepreneurship & Sustainability, International Business, Pharmacy and Natural Products/Medicine
Tecnológico de Monterrey (Chihuahua)	Entrepreneurship, Engineering, Human Resources, App Development

Future rounds of this project will continue to focus in Mexico while also including other Latin American countries (e.g. Brazil and Argentina). The next Call for Applications will be released in early fall 2014.

COIL LATIN AMERICA ACADEMY PROGRAM

Below is a brief description of the primary phases in the COIL Latin America Academy program and a timeline of general activities. The Academy is structured around the COIL Center’s professional development program which assists faculty and staff at their institutions in creating successful and sustainable partnerships which produce multicultural learning environments for their students. The Academy will also include opportunities for partially funded trips for the faculty pairs to meet and attend workshops, develop their course, and for other Academy-related activities. These in-person meetings will be supplemented by online support from the COIL Center staff.

PARTNERING VECTORS

Faculty find collaborative partners in a number of ways. The COIL Latin America Academy seeks to provide flexibility in the partnering process to accommodate both those SUNY faculty who may have a pre-existing relationship with a professor from one of the three Mexican institutions listed above, as well as those who are totally new to the partnering process and need more support in finding a partner. The two potential vectors for partnership identification for the COIL Latin America Academy are as follows:

A. PRE-EXISTING PROFESSIONAL RELATIONSHIP*

SUNY Faculty who have a pre-existing relationship with a faculty member at one of the three Mexican institutional partners listed above who would like to propose a COIL course with that faculty partner are encouraged to do so. Having a pre-existing relationship can make the course development process easier and ties between campuses stronger. In the program application you will find a section asking you to identify this partner if you have one.

B. PARTNERING ORIENTATION AND ACTIVITIES

Activities 1.2 – 1.4 below are intended to aid in the development of partnerships for applicants who are invited to participate in Phase 1 of the Academy but do not have an established connection at any of the three Mexican institutions. Applicants in that situation will be enrolled in the Online Partnering Orientation (1.3) where they will further develop a partnership profile. They will also work in parallel with COIL Center Staff to create possible partnerships. This will include facilitated Skype meetings between SUNY applicants and interested Mexican faculty members.

Once a strong potential collaboration has been identified, the SUNY applicant and their prospective Mexican Partner will work together to co-construct their final partnership proposal to be submitted by June 30th, 2013 for evaluation by the COIL Center Staff. Selected proposals will be announced on July 7th and the final cohort will proceed on to Phases 2 and 3 of the COIL Latin America Academy.

* Please note that at this time the COIL Latin America Academy is limited to partnerships between SUNY faculty from the COIL Center's Nodal Network and the three Mexican institutions listed above.

TIMELINE

Phase 1: Partnership Development <i>Work with the COIL Center on identifying a partner at one of the Mexican Partner Institutions</i>	1.0	Applications for Participation Due	May 16, 2014
	1.1	Evaluation and Review of Applications	May 16-20, 2014
	1.2	Invitations Sent to Participate in Phase 1 of the COIL Latin America Academy	May 21, 2014
	1.3	Online Partnering Orientation	May 27 – June 26, 2014
	1.4	Final Partnership Proposal Submitted to COIL Staff	June 30, 2014
	1.5	COIL Latin America Academy Partnerships Announced	July 7, 2014
	1.6	Continued Partnership Development	July and August, 2014
Phase 2: Academy for COIL Course Development <i>Develop your pilot course with your Mexican partner and support of the COIL Center.</i>	2.0	Online Pre-Academy Activities	September 2014
	2.1	Academy Kick Off Workshop at Universidad La Salle's Conference Center in Cuernavaca, Mexico (near Mexico City)	September 29 – 30, 2014
	2.2	Academy Cohort Visits to Partner Campus in Mexico (optional)	In the days immediately before or after the above workshop
	2.3	Online Academy for Course Development	October 7 – December 1, 2014 (tentative)
	2.4	Continued Course Development	November – January, 2015
Phase 3: Course Implementation <i>Pilot your course; analyze the impact of this course on your teaching and your students.</i>	3.0	Course Implementation	January – May, 2015
	3.1	7 th COIL Conference Attendance and Possible SUNY Campus Visits by Mexican Partner Faculty (optional)	March/April 2015 (Exact date TBA)

*Final acceptance to the COIL Latin America Academy is contingent upon the confirmation of a successful partnership, developed through one of the aforementioned vectors. The Open Call for applications will close on May 16th and on May 21st a group of finalists will be selected and invited to participate in Phase 1 of the program. Acceptance to Phase 1 of the program does not guarantee acceptance to the final two phases of the Academy.

ONLINE PARTNERING ORIENTATION (MAY 27 – JUNE 26, 2014)

This introductory program is expected for all participants in the COIL Latin America Academy. Exceptions may be made on an individual basis depending on the participant's experience with COIL courses and if they already have a partnership in place. Identifying and developing effective partnerships within institutional teams (faculty and staff) and between international teams is key to building sustainable and scalable curricular internationalization initiatives. This 4-week mini-course provides a foundation for seeking and engaging potential partners and is organized around 3 stages of partnership development:

Stage 1: Institutional and Professional Profiling (week 1)

Participants will learn how to present themselves, their research interests and discipline, and approach to teaching in such a way as to attract interest from suitable partners. Activities will include completing a profile, participating in online discussion and a synchronous video conference session.

Stage 2: Partner Selection (weeks 2 and 3)

Participants will consider how a potential partner's discipline (be it similar or different), geographic location and institution type may impact a project's effectiveness or lack thereof. Activities will involve asynchronous task completion and discussion.

Stage 3: Discussion and Negotiation (week 4)

Participants will examine various critical issues including intercultural sensitivity, flexibility, and the development of consistent communication protocols. Participants will engage in a role play activity and make an introduction video of themselves. The module ends with a synchronous video conference session.

The course uses a 'learning-by-doing' approach whereby through the very process of completing tasks, participants will be engaging in the sorts of activities that students in COIL courses undertake. Most readings and activities will be asynchronous and will require approximately 3 hours per week. The group will have two synchronous online face-to-face meetings during the program.

SUBMISSION OF PARTNERSHIPS FOR APPROVAL – DUE JUNE 30, 2014

Upon successful creation of a course-based partnership, faculty pairs will submit a course proposal to the COIL Latin America Academy review committee. Upon review, those partnerships best matching the criteria will be selected for full inclusion in the Academy. We anticipate accepting most complete proposals, but those not selected for inclusion in this cohort will still be eligible for future iterations of the COIL Latin America Academy. More details about the nature and requirements for the proposals will be forthcoming once the Academy has begun.

Kick-off Workshop in Mexico (September 29 – 30, 2014)

Online Course Development Program (October 7 – December 1, 2014)

Course Implementation and Support (January through May 2015)

The process of ‘moving from me to we’ in COIL courses truly begins with faculty. In order for such courses to increase student cross-cultural awareness, faculty must also collaborate across countries and cultures to create vibrant, shared multi-cultural learning environments. As faculty begin to re-examine their pedagogy, course design, and assessment through the lens of transnational teaching and learning, questions may arise, such as:

- How can faculty best engage each other across borders to become effective teaching partners?
- What are the building blocks of this unique form of international teaching collaboration? What are some of the pitfalls?
- What does a COIL course look and feel like from the perspective of your international faculty partner and their students?
- How can these courses be developed as bi-lateral initiatives, drawing on the strengths of the faculty partners, their institutions and their cultures?
- How have courses following COIL’s model been implemented in the past?
- How can these courses be integrated into a comprehensive campus internationalization plan?

The workshop will provide an introduction to some of these questions with a focus on working effectively with your partner and successfully co-teaching in the COIL modality, and help guide faculty as they frame their collaboration with their international partner. During the months following the workshop the Academy Fellows and COIL Center staff will also meet in periodic video conferences to follow up on course development and implementation. The workshop will be led by two COIL Center staff persons to facilitate discussions between the participants and prepare them to develop and sustain their COIL partnerships.

In the days prior to or after the in-person workshop, SUNY faculty and any accompanying campus support staff will be encouraged to visit the campus of their Mexican partner faculty member. This will provide an opportunity to learn more about the institution, as well as to meet other members of the partner campus who will be involved in the project.

Following the in-person workshop and campus visits, participants will engage in a 6-week online program that will guide them in developing their course through tasks and activities that allow them to experience what it means to collaborate online. By the end of the program, partners will have developed much of their course and will then have the winter months to finalize their course to be launched during the spring semester in 2015.

COIL Center staff will continue to provide guidance and support while the collaborative courses are being taught. This will include course observation logs that will be shared throughout the course development and implementation process. These logs will assist in the creation of a final case study document for each course partnership.

As part of the course implementation process we anticipate having funding to provide airfare stipends to one student from each course to visit with their partner class and institution as part of some organized capstone activities. This can possibly be organized around the same time as a partially funded visit by the Mexican partner faculty to the participating SUNY campuses and class. We hope these trips may also coincide with the 7th COIL Conference in late March or early April 2015 where the COIL Latin America Academy cohort can also reconvene.

COIL LATIN AMERICA ACADEMY FELLOWS COMMITMENTS

Fellows are expected to actively participate in all aspects of the COIL Latin America Academy. This includes joining the Partnering Orientation, as well as participating in any activities related to finding and securing a Mexican faculty partner. Upon successful acceptance to Phase 2, they must attend also both days of the workshop in Mexico and actively participate in follow-up activities. Central to the period following the workshop will be an online course on COIL that will build upon the workshops. We expect Fellows to spend 4-6 hours per week on this course from the conclusion of the workshop in September through November 2014.

After the conclusion of the workshop and extending throughout early 2015, Fellows will design and develop their COIL course with their international partner. This process will be supported by the COIL Latin America Academy community and facilitated by COIL Center Staff. This community will provide Fellows with a venue to discuss and share issues that may arise during course development. We anticipate that Fellows will spend 2-4 hours per week to share information and their experiences during this period. In the spring of 2015, all Fellows will launch their COIL courses with partners in Mexico.

COIL LATIN AMERICA ACADEMY FELLOWS ELIGIBILITY AND BENEFITS

Faculty at each of the COIL Nodal Network member campuses are eligible to apply (see <http://coil.suny.edu/nodal-campus> to double check that your campus is in the Nodal Network). Such individuals should be actively planning to develop a COIL course, or a shared course module within a course, to be taught during the Spring 2015 semester. These can be entirely new courses, or based on existing courses that will be enhanced by including an international online collaboration. Proposed shared modules should be at least four weeks in duration. Ideal proposals will be submitted by a faculty member who:

- Is willing to take part in all aspects of the COIL Latin America Academy including:
 - Partnering Orientation and related partnership building activities
 - Kick Off workshop in Mexico in September
 - Online Course Development Program to span October - December
- Is open to partnering with a faculty member from a different disciplinary area from either the Universidad de Monterrey, Universidad La Salle (Mexico City) or Tecnológico de Monterrey (Chihuahua)
- Will have support of their dean and/or chair before entering Phase 2 of the Academy

The benefits for COIL Latin America Academy Fellows include:

- Support in establishing a successful international partnership
- Access to professional development and support through Academy workshop, online course, and other activities to support course creation
- Travel funding* including:
 - Airfare from New York to Mexico to attend Academy Kickoff workshop and partner campus visit
 - Transfers from Mexico City to the workshop venue
 - Overnight accommodations and meals while at the workshop
 - Registration fee waiver and 2 nights accommodation to attend 7th COIL Conference (transportation costs are responsibility of the Fellow or their institution)
 - Airfare from New York to Mexico for 1 "Student Ambassador" to visit partner class and institution during collaborative course activities

** Please note that further travel costs, incidentals, and meals other than those noted above are the responsibility of the Academy Fellow or their institution.*

APPLICATION REQUIREMENTS FOR ENTRY TO PHASE 1

In order to be considered for inclusion in the COIL Latin America Academy, please provide the following information. Your responses will also help us to identify potential faculty partners from our Global Partner Network institutions in Mexico that may be a good fit for your background, course, or collaborative focus. Please prepare your application in a Microsoft Word or other document and email the completed application and additional documents to coilinfo@suny.edu. **APPLICATIONS ARE DUE by Friday, May 16th at 11:59pm.**

Name:

Institution:

Department/Discipline:

Position Title:

Email:

Phone Number:

Please respond to each of the following questions:

- 1) Does your proposed course involve creating a new course or modifying an existing course?
- 2) What is the title of your intended COIL course?
- 3) Please provide a brief description of the existing course on which your proposed course may be based (250 words or less) (please include the syllabus if applicable).
- 4) What are the primary reasons for wanting to bring a COIL perspective to your course? (250 words or less)
- 5) Please explain why you would like to create a COIL Course with a Mexican partner? (250 words or less)
- 6) Are there specific topics or modules in your course that you feel lend themselves well to a COIL collaboration?
- 7) How long have you been teaching?
- 8) Please describe any previous experience you have with online or blended learning and/or using technology in your teaching. (250 words or less)
- 9) Please describe any previous international teaching, study, or research experience you have. (250 words or less)
- 10) Please describe any previous experience you have with collaborative/team teaching. (250 words or less)
- 11) Please describe any background or training you may have in the Spanish language (please note that proficiency in Spanish is NOT required for participation).
- 12) Have you attended any past COIL Center conference or events? If so, which?
- 13) Please provide your expectations and what you hope to gain from participating in the COIL Latin America Academy. (250 words or less)

Partnering Process:

- A. Do you have any professional contacts at the three Mexican institutional partners identified above that are interested in partnering with you in developing a COIL Course?
 - i. If so, please include a letter of interest from them in your application. Be sure that the letter indicates their name, title, department and contact information.
 - ii. If not, are you able and willing to participate in partnering activities facilitated by COIL Center Staff in late May and early June 2014?

Additional Documents: Please also include a current CV as part of your application.