A Dialogue on Institutionalizing Curricular Internationalization Efforts

SUNY Global Workforce Project (GWP) Goal

The GWP seeks to prepare undergraduate students to compete effectively in the global economy, through programs developed to enhance global understanding and requisite global workforce skills of the 21st century, including language study.

Main Project Components

1. Globalization Curriculum and Training Program
2. Introductory Chinese language courses given via video-conferencing by a Cortland instructor to Brockport students
3. Global Scholars Program: honors program for students at participating campuses– implementation has been postponed.

SUNY and the World

We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness.

In this pillar, SUNY wants to "…transform SUNY into a transnational enterprise of the highest order—a ubiquitous knowledge generator and provider, and a leader in the globalization of information."

Project Administration

"One of the most complex projects in Title VI history."

- 6 Member Administration Team:
  - 3 campus coordinators from Brockport and Cortland
  - Levin: Project Director, Project Manager, Curriculum Director
- 9 Module Developers
- 25 pilot professors/49 courses over 2 years
- 2 Assessment Team Members
- 5 Advisory Board Members
- 1800+ students in first year

Curriculum Timeline

Year 1: 2009/10
- Develop the curriculum and recruit/train Pilot Faculty

Year 2: 2010/11
- Pilot and assess the curriculum

Year 3: 2011/12
- Pilot and assess the curriculum a second time
- Revise the curriculum based on assessment process

Year 4: 2012/13
- Post curriculum online
- Create online training program

Modules

10 modules developed:

- Trade
- Sustainability
- Culture and Human Rights
- Gender
- Global Banking & Finance
- Technology and Globalization
- Nationalism and State Sovereignty
- Global Health Sciences
- Global Demographics
- Global Service Organizations

Three skills integrated throughout: holistic thinking, cross-cultural communications, technology skills

Training Conference
3-day summer training conference

Workshop sessions:
- Cutting Edge Course Design Model modified for GWP
- Discussion on creating skill-building assignments to develop holistic thinking or cross-cultural communications skills
- Introduction to the assessment process
- Session on technology recommendations for each piloter
- Pilot presentations on the incorporation of the module into the courses and on the skill-building projects

Assessment

- Knowledge Assessments: Globalization questionnaire developed by Admin Team and Developers and revised by Jeremy Browne.

- Intercultural Sensitivity Inventory: Measures affective traits. Free, outside tool developed and tested in other campuses. Tool revised by Jeremy for this project.

- Student and Faculty Interviews

Skills Assessment

- Every class collected 5 artifacts from their skill-building activity (essay, powerpoint, poster displays, etc.)

- Jeremy Browne developed a rubric to measure holistic thinking skills and a second rubric to measure cross-cultural communications skills.

- These artifacts were graded by Jeremy Browne using two rubrics.

- Online technology survey (self-reporting) developed by Jan Ochs, Assessment Team member

Assessment Findings

- Modules increased student knowledge of global issues that were covered in the module.
- Students did not gain intercultural sensitivity
- Students reported using technology for coursework, the tasks they completed were traditional, localized classroom activities.
- Student in several of these classes did posses the ability to reason holistically in the global context, but, at the same time, they only fulfilled the requirements of their assignments.

Key Project Findings

- Faculty training is vital to help re-orient faculty to student-focused teaching and to help them find a peer group
- Flexibility is crucial each faculty will want to customize the module.
- Faculty gravitate more to holistic thinking than cross-cultural communications. This skill is hard to teach and hard to assess.
- Every faculty involved learned something: appreciation for interdisciplinary learning, vehicle for student-centered learning (model for discussions), importance of internationalizing class content, and more

Challenges: Institutionalization

- Institutionalization is difficult. Many of the faculty members involved continue to teach the module materials
- Presentations have been made at both Cortland and Brockport by coordinators to help introduce new faculty to the initiative
- Since it is not part of an academic program, there is no way to track its continued use at the campuses.
- Keeping content updated and relevant requires staff time & resources
- Without additional funding, the project only continues and expands when folks are intrinsically driven to participate.

Curricular Innovation Advisory Council

The overall objectives of the SUNY Curricular Innovation Advisory Council are to:

- Improve the learning environment and expertise of faculty and instructional support staff.
- Enhance the teaching and learning process of curricular internationalization
- Increase networking, collaboration and sharing of best practices.
- Advocate for internationalization of pedagogy and curricula
- Conduit for SUNY campuses to SUNY Central on curricular internationalization

Curricular Internationalization Council

Organizational Structure:
- Single Rep from each campus
- Leadership from Levin to run the Council
- Core group of Council of Administration
- Formal presence on Learning Commons

Curricular Internationalization Council

Offer something to campuses who get involved:
- Publication
- Annual conference
- Ongoing professional development opportunities
- Dues for participation

Want it to be faculty- focused not new piece of bureaucracy.

Challenge: need to find sustainable model for funding.