

# How to Identify, Pursue and Obtain International Teaching Opportunities



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# Why this topic? Why me? Why now?

- life-long love of travel
- pressure for more scholarly activity
- weary of fellow faculty talking the talk
- empty nest
- personal “bucket list”



## What NOT to expect this session...

- an astoundingly quantitative study
- Harvard-style footnotes & bibliography
- excessive formality (*interrupt as you wish*)



# What TO expect this session...

*a “boots on the ground” overview of how to:*

- **find TBA (Teach Business Abroad) opportunities**
- **choose from among TBA opportunities**
- **apply for the opportunities best for you**
- **learn what TBA decision-makers value most**
- **succeed once you’ve secured a TBA appointment**



# Finding TBA opportunities

*... the four most common options are:*

- 1. your own university's consortium partner(s)**
- 2. your university's direct exchange partner(s)**
- 3. the Fulbright U.S. Scholar Program**
- 4. a faculty-led study tour**



# Finding TBA opportunities

... through your own university's consortium partner(s)



# Finding TBA opportunities

... through **university consortium partner(s)**

- often the most simple & easy alternative
- requires networking skill
- identify campus office that coordinates study abroad for students of all majors (Global/International Studies)
- seek introduction to consortium reps for your campus
- when consortium reps visit your campus, invite them to speak in your classroom
- engage with consortium partners in social media

## Finding TBA opportunities *(continued)*

... your university's **direct exchange partner(s)**

- on-campus liaisons often in foreign language departments
- sometimes challenging to find direct exchange TBA opportunities with lectures in English
- seek engagement opportunities when guest from direct exchange partner schools visit your campus
- interact with students from partner school presently on your campus (for potential “hook up”) with partner school

## **Finding TBA opportunities** *(continued)* ... through the **Fulbright U.S. Scholar Program**

- sends approximately 800 American scholars and professionals per year to approximately 130 countries
- “invitation letter” (from a representative of the host university) is often required
- candidates limited to only one application per year
- application must specify only one destination country

## **Finding TBA opportunities** *(continued)* ... through a **faculty-led study tour**

- requires considerable independence & self-sufficiency
- requires faculty member (or department) at destination university to act as host
- will likely require a third-party to coordinate travel (*beware of unscrupulous partners... check references!*)
- will likely to require functional fluency in language of destination country
- business model based on “recruit X number of students, and you go for free”

# Applying for TBA opportunities

## ... to maximize chances of success:

### Summer session or a full semester?

- more competition for summer TBA appointments
- full semester appointments require department chair permission

### What course(s) should I propose?

- 300-level courses are most likely to be considered
- 200-level courses required of all business-related majors also popular
- courses with **destination-oriented theme** (i. e. “Marketing Communication in the European Union”) can be extra attractive
- Course titles including “International” or “Global” are popular
- if feasible, include **experiential learning component** in course proposal

# Applying for TBA opportunities

... to maximize chances of success: *(continued)*

- Include **ANY international experience** *(even if not specific to teaching)*
- Include student evaluations & performance reviews
- Apply for **lower-demand destinations** *(Bangalore before Barcelona)*

**Lead decision makers to these two conclusions:**

- this candidate will promote his or her course(s) **VERY aggressively** on his or her own campus
- this candidate is unlikely to be “high maintenance” on his or her host campus.

# How to succeed once “on the ground”

... to maximize chances of success:

## ACADEMICS

- expect even the best students to be distracted (it’s OK to expect less rigor)... especially true in summer sessions
- don’t expect the instructional technology you’re accustomed to
- specify an **eBook** if at all possible
- use **case-studies specific to your host country** whenever possible
- seek **pre-arrival professional contacts on LinkedIn** (for guest speakers and to arrange site visits)

# How to succeed once “on the ground”

... to maximize chances of success: *(continued)*

## SOCIAL & PRACTICAL ISSUES

- expect more social interaction with student than you’re used to
- talk with your students about how the “American lens” clouds your collective vision of your new surroundings
- forbid the use of the word “weird” – use “different” instead

# *Why do this?*

## FOR YOURSELF

- see the world without spending a fortune
- a plus for promotion and tenure decisions
- gives you “street cred” on global classroom content

## FOR YOUR STUDENTS

- a bit less fear (*to be accompanied by an adult they know*)
- stories to tell their grandchildren

## FOR YOUR INSTITUTION

- legitimize stated commitment to global business education