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