2020-2021 ANNUAL REPORT

CENTER FOR TEACHING AND LEARNING

UNIVERSITY OF TEXAS-DALLAS

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Governance, Structure, and Personnel

The Center for Teaching and Learning (CTL) at the University of Texas-Dallas (UTD) was officially launched in January 2016 and reports to the Provost's Office. The directorship is a full-time administrative position, but the present holder of that position also has a tenured faculty appointment and an endowed research professorship. Accordingly, he is expected to carry out research, instructional, and service activities in support of CTL, his academic program, UTD, and the scholarly community writ large. He is assisted by a half-time Associate Director, who currently teaches half-time for one of UTD's schools; she also serves as Chair of the Faculty Senate Committee on Effective Teaching. Finally, there is a full-time Administrative Assistant II, who provides all clerical support for CTL. Funding for all salaries comes from the CTL budget.

The core CTL personnel are supplemented by two assistant directors, who are responsible for organizing a minimum number of events or programs each semester within each of eight UTD schools. The purpose is to expand the number of events and programs on campus and to direct such programming toward issues, concerns, and audiences specific to different schools and their instructional needs. A one course release and an administrative supplement are provided to each assistant director by CTL. In January 2019, the two assistant directors replaced eight "teaching leaders," one from each of UTD's schools. In addition, a faculty associate is responsible for directing the Graduate Reflective Teaching Seminar.

Core CTL Personnel

Director: Dr. Paul F. Diehl, Associate Provost and Ashbel Smith Professor, EPPS
Associate Director: Dr. Karen Huxtable-Jester, Piper Professor and Professor of Instruction, BBS
Administrative Assistant: Beverly Reed

Additional Personnel

Assistant Director: Dr. Carol Cirulli Lanham, EPPS Assistant Dean and Associate Professor of Instruction, EPPS
Assistant Director: Dr. Salena Brody, Professor of Instruction, BBS
Faculty Associate: Dr. Jonas Bunte, Associate Professor, EPPS

CTL Missions

- Provide campus-wide leadership and coordination of activities aimed at supporting excellence in teaching.
- Create a campus culture in which excellent teaching is recognized, respected, and rewarded.
- Enhance student learning through effective pedagogical approaches, assessments, and technologies.
- Support innovation in instructional practices and the scholarship of teaching and learning.
- Encourage and disseminate best practices in teaching that are evidence-based.
- Introduce effective teaching practices to instructors with limited experience.
- Encourage self-reflection, assessment, and improvement by instructors.
- Promote teaching practices that improve student retention and completion rates, and enhance inclusion, equity, and sense of belonging.

This report covers activities from July 16, 2020 through July 15, 2021.

The COVID-19 Pandemic Context

CTL's activities during this reporting period occurred in the context of the COVID-19 pandemic. UTD course instruction was substantially affected, and more than 85% of courses were conducted in purely remote formats, a majority of these synchronous and the rest asynchronous. The remaining courses in many cases included significant online components. For all of the reporting period, CTL offices and seminar space were closed. Faculty and staff were not on campus. Accordingly, all of CTL programming took place remotely through Microsoft Teams and other online platforms. In addition, CTL's operating and program budget (excluding salaries) was reduced, such that it was only 40% of previous allocations. The activities reported below reflect those limitations.

Programs and Activities

Teaching Certificates

CTL offers the Graduate Teaching Certificate (GTC) and the Advanced Graduate Teaching Certificate (AGTC). These are programs for graduate student teaching assistants (TAs) who complete a series of requirements attesting to their training and experience in pedagogy. This is in addition to the training received by all TAs at orientations conducted by the Office of Graduate Studies and by individual schools and programs. Objectives for the GTC are to (1) improve the instructional performance of TAs while at UTD; (2) encourage the use of evidence-based best practices in instruction; (3) improve instructional performance for those pursuing a teaching career in higher education; (4) encourage reflection and innovation in pedagogy for those new to teaching; and (5) enhance employment prospects by developing professional skills and strategies related to teaching. In addition, the AGTC is designed to (1) provide a structured process for the exploration of pedagogy from a discipline-based perspective; and (2) assist TAs in developing a deeper understanding of the scholarly duties required in an academic position. Similar certificate programs are offered for post-doctoral fellows who have instructional responsibilities.

The Graduate Teaching Certificate (GTC and AGTC) programs began in January 2016. Students may request to be enrolled at any point as they make progress toward their degrees, and they are not removed from the program until they leave the university.

As of July 15, 2021, 1308 graduate students with active NetIDs were enrolled in one of the certificate programs for GTAs. It is not possible to identify which or how many of these were enrolled on their own request and which were at the request of their programs, but both circumstances are likely. Of these, 413 have accessed the organization between May 1, 2020 and July 15, 2021. More indicative are attempts (most resulting in some success) to complete at least one requirement by taking one or more of the online courses or turning in a workshop report essay. Approximately 35% (460) of participants attempted at least one GTC requirement, with 200 doing so within the current reporting period. From Summer 2020 through Summer 2021, 20 graduate students completed the GTC certificate (with 8 more during Spring 2020). Six completed the AGTC (with an additional 3 in Spring 2020).

The post-doctoral versions of the certificates were begun after the GTA programs and serve a smaller population. The program has been largely inactive during the current reporting period, with only 3 of 61 enrolled post-docs accessing the organization in this time; 27 have attempted at least one requirement. None completed all requirements for the GTC in the past year.

These numbers represent a significant decline from previous years. There are several likely reasons for this, all related to the pandemic context. First, recruitment efforts were more limited. In the past, the most successful recruitment efforts were at campus-wide orientations for teaching assistants in which participants signed up for the certificates on the spot. In the last year, orientations were virtual period with no similar opportunity to sign up for the program. This will be a continuing concern as only a virtual orientation is scheduled for August 2021. Second, the pandemic context placed additional burdens on graduate students, and instruction was remote. The absence of on-campus events, and indeed the disconnection of teaching assistants from campus in general, was not conducive to encouraging pedagogical engagement; indeed, attendance at online webinars was lower for graduate students than had been the case for in-person events the previous years. Third, remote instruction also meant more limited duties for teaching assistants and thus perhaps less interest from them for events and training sessions that went beyond grading issues.

Major Workshops and Associated Events

CTL is committed to sponsoring several major events involving external speakers over the course of the academic year. In previous years, CTL sponsored campus visits from four distinguished teacher/scholars for keynote addresses and meetings with campus stakeholders. This was not possible under COVID safety and budgetary restrictions.

As an adaptation, CTL sponsored webinars from four distinguished guests. These were: Keven Cokley, Oscar and Anne Mauzy Regents Professor for Educational Research and Development and Distinguished Teaching Professor at the University of Texas-Austin as well as a member of the University of Texas System Academy of Distinguished Teachers; John Ishiyama, University Distinguished Research Professor of Political Science and the Piper Professor of Texas at the University of North Texas as well as President-Elect of the American Political Science Association; Beth Brunk-Chavez, Professor of Rhetoric and Writing Studies and the Dean of Extended University at the University of Texas-El Paso as well as a member of the University of Texas System Academy of Distinguished Teachers; and Jamie Frueh, Associate Provost, Professor of History and Political Science, and Director of the Center for Engaged Learning at Bridgewater College (Virginia).

Plans for external speakers during the 2021-2022 academic year will be similarly constrained by budgetary limits and pandemic uncertainty. No campus visits are likely. At this writing, a webinar has been scheduled with Barbara Shipman, Associate Professor and Distinguished Teaching Professor at The University of Texas at Arlington, and a member of the University of Texas System Academy of Distinguished Teachers.

Dr. Kevin Cokley

Dr. John Ishiyama

Dr. Beth Brunk-Chavez

Dr. Jamie Frueh

External Speaker	Title	Audience	Audience Size
Dr. Kevin Cokley 9/23/2020	Is Higher Education Ready to (Really) Talk About Race?	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	157
Dr. John Ishiyama 10/29/2020	Teaching and Higher Education in the Era of COVID – Challenges and Opportunities	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	75
Dr. Beth Brunk-Chavez 2/4/2021	Where Are We? What Have We Done? What Can We Do? Looking Forward to a Post-Pandemic Era of Teaching and Learning	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	64

Dr. Jamie Frueh 3/10/2021	Preparing Students to be Global Citizens	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	30

Table 1: External Speakers, 2020-2021

Annual Campus Workshop

CTL repeated the model from the previous year for its 7th Annual All-Campus Workshop, albeit conducted in virtual fashion. UTD faculty took the lead in designing and implementing the program. Attended by a diverse audience of 82 (including UTD faculty, Post-Docs, staff, and TAs), the focus was on "Discovering and Sustaining Good Practices: Lessons from COVID Teaching" The workshop/webinar featured initial presentations by the CTL Director, Associate Director, and two Assistant Directors. Each of these was followed by presentations of innovative and sustainable pedagogical practices by UTD faculty members; thirteen faculty members shared their experiences in this way.

Other Campus Workshops and Events

CTL also offered a series of 22 virtual webinars for UTD faculty, TAs, Post-Docs, and professional staff; these are summarized in Table 2. The number of such events and workshops was comparable to that in pre-pandemic years. Some events are those repeated yearly, but many of the webinars focused on the challenges and opportunities associated with remote teaching during the pandemic.

Workshop/Event	Audience	Audience Size
Challenges of Working Remotely Terry Cartwright Dr. Monica Rankin Dr. Carie King 9/2/2020	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	52
Honorlock and Alternatives Dr. Darren Crone Dr. William Hefley 9/8/2020	Campus Faculty, Post-Doctoral & Graduate TAs	76
Keeping the Personal Touch with Students Remotely Dr. Paul F. Diehl Dr. Karen Huxtable-Jester 9/15/2020	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	53
Supporting DACA and Undocumented Students Raul Hinojosa Dr. Courtney Brecheen Co-Sponsored with Diversity/OSG 9/17/2020	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	75
What Did You Get? Student Grades and Peer Effects Dr. Jonas Bunte Dr. Lauren Santoro 9/29/2020	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	48

Alternative to Academic Careers Dr. Paul F. Diehl Dr. Karen Huxtable-Jester 10/5/2020	Post-Doctoral & Graduate TAs	65
Accessibility In Action – Inclusion through Accessibility Co-Sponsored with Office of Information Technology 10/8/20	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	93
Globalizing Your Classroom through Virtual Exchange Dr. Carol Lanham Dr. Caryn Voskuil 10/13/2020	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	35
Houston, We Have a Problem: Why Diversity Matters in STEM Dr. Stephanie Adams 10/20/2020	Campus Faculty, Post-Doctoral, Graduate TAs, & Staff	112
Documenting Teaching Effectiveness – Faculty Dr. Paul F. Diehl 11/9/2020	Campus Faculty	67
Words and Actions Matter: An Asset-based Approach to Student Success Co-Sponsored with Office of Undergraduate Education 11/11/2020	Campus Faculty, Post-Doctoral, Graduate TAs, & Staff	79
Meaningful Writing – Online and Beyond Dr. Karen Huxtable-Jester 11/17/2020	Campus Faculty, Post-Doctoral, Graduate TAs, & Staff	48
SOS-Helping Students in Crisis Dr. Carol Cirulli-Lanham 12/1/2020	Campus Faculty, Post-Doctoral, Graduate TAs, & Staff	89
Resources in Difficult Times/Lessons Learned from Teaching in 2020 Dr. Carol Cirulli Lanham 1/22/2021	Campus Faculty, Post-Doctoral, Graduate TAs, & Staff	21
Interpreting Student Evaluations Dr. Paul F. Diehl Simon Kane 1/26/2021	Campus Faculty, Post- Doctoral, & Graduate TAs	61
Teaching Statements and Teaching Portfolios for Graduate Teaching Assistants Dr. Karen Huxtable-Jester 1/28/2021	Post- Doctoral, & Graduate TAs	38
Guidelines for Faculty in Guiding TAs to Optimize Mutual Benefits Dr. Paul F. Diehl Dr. Karen Huxtable-Jester 2/2/2021	Campus Faculty	68
Building a Culture of Academic Integrity Dr. Carie King 3/12/2021	Campus Faculty, Post- Doctoral, & Graduate TAs	73
Avoiding Last Minute Student Work Dr. Paul F. Diehl	Campus Faculty, Post- Doctoral, & Graduate TAs	51

Dr. Karen Huxtable-Jester 3/31/2021		
Where Do We Go From Here? A Virtual Conference on Teaching in Texas - UT System Academy of Distinguished Teachers Dr. Karen Huxtable-Jester 4/7-4/9/2021	Campus Faculty, Post- Doctoral, Graduate TAs, & Staff	48
Who is in My Class? Using Survey Data to Better Understand Our Undergraduate Students Nidhi Mehrotra Dr. Karen Huxtable-Jester Dr. Courtney Brecheen 4/16/2021	Campus Faculty, Post- Doctoral, Graduate TAs, & Staff	50
Globalizing the UTD Campus – Recommendations from the Task Force Sara Spiegel Dr. Monica Powell Dr. John Gooch 4/21/2021	Campus Faculty, Post- Doctoral, Graduate TAs, & Staff	66
Better Searching Through Better Resources Matt Makowka Co-Sponsored with McDermott Library 5/520/2021	Campus Faculty, Post- Doctoral, Graduate TAs, & Staff	38

Table 2: Other Campus Workshops and Events, 2020-2021

Average participation was comparable to that in pre-pandemic years, with increases among faculty (especially those in the tenure-system) and decreases among graduate TAs.

As with external speakers, plans for the 2020-2021 academic year have been delayed due to the pandemic and budgetary constraints.

School Workshops and Events

School workshops and events were designed to meet the special needs and interests of faculty and graduate TAs in related disciplines. Table 3 below lists all the school workshops and events during the reporting year.

Workshop/Event	School	Audience Size
Lessons Learned from Teaching in 2020 1/21/2021	JSOM	25
HyFlex or High Stress? 10/19/2020	A&H, EPPS, & IS	11
Using Perusall to Encourage Reading and Discussion Outside Class 3/4/2021	A&H, EPPS, & IS	12
Pandemic Pandemonium 4/1/2021	JSOM, A&H, EPPS, & IS	18
Tips and Tricks for Fall 2020 Teaching 8/12/2020	EPPS	42
More Tips and Tricks for Fall 2020 Teaching 9/3/2020	EPPS	19
Small Teaching Online – Book Group 10/9/2020	EPPS	5
Teaching in the Covid Era and Beyond 12/4/2020	EPPS	9
Assessment 101 10/6/2021	EPPS & A&H	22
Small Teaching Online – Book Group 10/16/2020	IS	9
Lessons Learned in 2020 Teaching 1/29/2021	IS & EPPS	25
Virtual Exchange Workshop 4/23/2021	IS & EPPS	14
Tips and Tricks for Fall 2020 Teaching 8/14/2020	A&H	20
A&H TA Orientation 8/29/2020	A&H	29
A&H Graduate Student Association Workshop 10/22/2020	A&H	16
Lessons Learned from Teaching in 2020 1/15/21	A&H	5
Annual COMM 1311/1315 Meeting Dr. Salena Brody 5/19/2021	A&H	25
Trading Teaching Tips: Help from the Hive as We Plan for Fall 8/13/2020	BBS	13
Small Teaching Online – Book Group 8/10/2020	BBS	11
Anti-Racism Roundtables weekly	BBS	variable
Equity in the Classroom, University, and Beyond 9/24/2020	BBS	20

Writing a Diversity Statement Beth Keithly 11/5/2020	BBS	22
Trauma-informed Teaching: Understanding and Responding to Student Stressors in 2020 – Part I Dr. Kimberly Burdine 9/18/2020	BBS	74
Trauma-informed Teaching: Understanding and Responding to Student Stressors in 2020 – Part II Dr. Kimberly Burdine 10/16/2020	BBS	65
BBS Open Session on "Trauma-Informed Teaching" 9/21/2020	BBS	44
TA Training for Proseminar Students 10/1/2020	BBS	34
Safe and Brave Spaces Dr. Salena Brody Dr. Karen Huxtable-Jester 11/18/2020	BBS	10
Small Changes, Big Impact: Planning courses with Inclusion in Mind -- Faculty Show & Tell 12/10/2020	BBS	24
So Happy Hour: Debrief, Destress from Fall 2020 Teaching 12/17/2020	BBS	25
Trading Teaching Tips: Help from the Hive as We Plan for Spring 2021 Teaching 1/14/2021	BBS	16
Engaging Your Students Using Perusall Dr. Regina Ybarra 1/14/2021	BBS	16
Not Light, But Fire - Book Group 1/14/2021	BBS	38
The Privileged Poor – Book Group Spring 2021	BBS	25
Globalizing Your Classroom Through Virtual Exchange 4/15/2021	BBS & ATEC	8
Trading Teaching Tips: Help from the Hive as We Plan for Fall 8/11/2020	ECS	6
Small Teaching Online – Book Group 10/21/2020 1/13/2021	ECS	13
Keeping the Personal Touch with Remote Teaching in ECS Dr. Salena Brody Dr. Dinesh Bhatia Dr. Dani Fadda 12/15/2020	ECS	24
Exams and Assessment in Fall 2020 Dr. Amy Walker	ECS	27

Dr. Darren Crone 12/16/2020		
Globalizing Your Classroom Through Virtual Exchange 4/30/2021	ECS	13
Advancing Student Success through Letters of Recommendation Dr. Paul F. Diehl 11/12/2020	ECS & NSM	50
Mental Health Challenges Facing Students and How STEM Faculty Can Help 3/31/2021	ECS & NSM	38
Small Teaching Online – Book Group 11/5/2020	NSM	5
Trading Teaching Tips: Help from the Hive as We Plan for Fall 10/12/2020	NSM	8
Trading Teaching Tips: Help from the Hive as We Plan for Spring 2021 Teaching 1/14/2021	NSM	15
Trading Teaching Tips: Help from the Hive as We Plan for Fall 8/12/2020	ATEC	7
Troubleshooting Online Learning Dr. Laura Imaoka 9/15/2020	ATEC	7
Strategies for Effective Feedback for Online Learning Dr. Laura Imaoka 11/3/2020	ATEC	4
Figuring Out Feedback and Evaluations Dr. Laura Imaoka 3/11/2021	ATEC	7
Writing a Diversity Statement Beth Keithly 3/26/2021	ATEC	7

Table 3: School-Level Events, 2020-2021

CTL "Course" on Teaching

CTL created a course "CTL Resources for Fall 2020 Teaching" (later evolved into "CTL Resources for Spring and Summer 2021") that is embedded in eLearning. All course instructors for the relevant semesters (1,400+) were "enrolled" in the course. The course site is divided into a series of modules that correspond to different modalities of instruction (e.g., HyFlex) and key issues in course design and instruction (e.g., pre-semester planning; exams and assignments). Each module contained a (1) a video overview, (2) videos and materials from UTD faculty, (3) links and handouts on best practices from other universities and pedagogy listservs, and as available (4) prerecorded webinars from CTL on the subjects at hand. There is also a module for questions from instructors that is set up as a discussion board. A separate module is dedicated to new faculty resources. Specifically, the modules were:

- Questions About Teaching?
- New Faculty Resources

- Pre-Semester Planning
- Getting Started
- Asynchronous Instruction
- Making the Most of Synchronous Sessions
- The HyFlex Model
- Exams, Assignments, and Other Assessments
- Technical Tips and Frequently Asked Questions

Since its launch in July 2020, 837 instructors (more than half of those teaching) logged in to the website, with an average of 5.6 visits each.

For the 2021-2022 academic year, CTL will continue the eLearning site with less focus on remote instruction (although key elements of that remain on the site). eLearning will also remain as the primary method of contact for CTL to instructors concerning events, awards, and the like. This site has effectively replaced the CTL website for many functions, although the latter remains.

Instructional Improvement Awards

CTL conducts competitions for Instructional Improvement Awards (IIAs), with the goals to (1) support the continuous improvement of instruction on campus, (2) support the implementation of teaching innovations and enhancements (not including equipment), (3) encourage the development of multiple, discipline-appropriate assessment alternatives and the dissemination of successful models to other units for use in support of teaching improvement, and (4) increase visibility of teaching excellence, enhancement, and innovation across and beyond the campus community.

IIAs enable recipients to design, implement, and assess instructional innovation projects that enhance teaching and learning at UTD. Projects and activities that may be supported by IIA grants include, but are not limited to (1) projects that improve existing courses or create new courses or curriculum, with the expectation that viable improvements include the incorporation of innovative educational technologies or the development of community-engagement opportunities, and (2) research that examines the effectiveness of some aspect of instructional practice or that develops methods to measure instructional effectiveness.

Given budget cuts, the IIA competition was suspended during the fall 2020 semester (a similar suspension was in place the previous spring 2020 semester). The spring 2021 competition produced 5 awards although at this writing, funds for those awards have not been released by the Provost Office and the status of those awards is uncertain.

Principal Investigator(s)	School	Project Title
Dr. Gary Bolton Dr, Kyle Hyndman	JSOM	"Reimagining a Hybrid Class"
Joselyn Briseno Dr. Robert Wright	JSOM	"Social Sector Entrepreneurship and Community Engagement Program Development"

Dr. Jason Slinker Dr. Lamya Salah	NSM	Developing and Instituting Optics Laboratories at the University of Texas at Dallas
Dr. Mustapha Ishak-Boushaki	NSM	Preparing Material and Establishing Recitation Sections for Introductory Physics Large Classes
Dr. Meghna Sabharwal Dr. John McCaskill	EPPS	Sustainable Communities

Table 4: Instructional Improvement Awards, 2021 (pending)

Reflective Teaching Seminars and ACUE Program

For the third year in a row, CTL sponsored the Graduate Reflective Teaching Seminar (GRTS). Led by 2018 President's Teaching Award winner and 2020 ROTA winner Jonas Bunte, this seminar was targeted to advanced graduate teaching assistants. Forty-five individuals applied for 20 slots, and the 10-week seminar was held in the spring 2021 semester in remote modality. The objectives were for participants to (1) identify the key elements of course preparation and syllabus design, (2) use techniques designed to improve lecturing and leading discussions, (3) implement active learning strategies and create case studies, (4) help students prepare for class and manage challenging classroom dynamics, and (5) design assessments and understand efficient grading procedures. Assuming that a new leader can be found for the GRTS, it will again be offered in Spring 2022 and in-person, should conditions permit

In two prior years, CTL offered its Reflective Teaching Seminar (RTS) for junior faculty members. This seminar was suspended last year because of the new initiative of the University of Texas System and the Association of College and University Educators (ACUE). ACUE offered a 25-week online course "Effective Teaching Practices," targeted at junior faculty members. CTL recruited 3rd and 4th year tenure-system assistant professors and non-tenure-system faculty members to participate. Thirty-two slots were allocated to UTD, with two of those taken up by the CTL Director and Associate Director. At the conclusion of the course, CTL reports the following outcomes:

- ACUE Metrics – ACUE counts as a baseline only those who are active in the course after a month, and thus from 24 participants – 21 faculty members completed the course, 1 completed 2/3 of the course (personal challenges), and 2 completed very little – the 87.5% completion rate is above the ACUE national average, and ACUE expressed pleasure with the UTD results.

- CTL Metrics – CTL starts with a different baseline, namely the 30 faculty members who originally signed up for the course, plus Director and Associate Director who also took the course. Thus, from the 32 slots given to UTD – 23 completed the course (2 CTL personnel plus the 21 faculty members), 3 dropped out before the course began in August, 3 dropped out or were dropped after the course began and before the first month, 1 completed 2/3 of the course (personal challenges), and 2 completed very little. Thus, the completion rate on this metric was still over 70%, better than the completion in the pilot offering by the UT System. We don't know whether the pandemic context enhanced, decreased, or made no difference in the completion rate.

Because of the success of the program, the UT System has signed a two-year contract to continue offering the course. CTL has recruited 32 faculty members to participate as the next cohort and the

course has begun as of July 2021 and will finish in March 2022. The schedule for last year's course is given in Appendix A. Assuming continued success , this will replace the RTS for at least the near future.

Facilitating the ACUE course requires a significant time investment from CTL personnel. In the first year of the program, the facilitators completed the 25 modules alongside course participants, and also monitored the group's progress, maintained regular communication including updates and encouragement, and hosted twice-monthly 75-minute virtual sessions for participants to reflect on the course experience. In the coming year with second cohort, the facilitators will continue the monthly meetings, communicate with participants via announcements and encouraging messages several times each week, participate in the weekly discussion boards for each module, and respond to individual concerns and requests for guidance.

Offered on a biennial basis, the Senior Reflective Teaching Seminar (SRTS) will again be offered in the 2021-2022 academic year. The SRTS is based on the philosophy that even award-winning instructors can improve their teaching through innovation and experimentation. Senior faculty members are also in a unique position to influence the quality of instruction in their own units and across campus through modeling good practices, encouraging experimentation and innovation, and by systematic evaluation of colleagues' instruction. The goals of the SRTS are for participants to: (1) Diversify instructional methods, activities, assignments, and assessments to create an inclusive, optimal learning environment for students, (2) Create and use technology and media innovations both for presenting course content and requiring their use by students, (3) Assess their own teaching performance and identify needs, opportunities, and resources for improvement; this can involve scholarship of teaching and learning as well as responding to student performance in real time to improve learning outcomes, (4) Utilize the knowledge and skills necessary to give helpful feedback to colleagues on their teaching performance or "teacher artifacts" (materials or resources used in teaching, e.g., syllabi, exams, assignments, websites, etc.), and (5) Align curriculum, instruction, and assessment in existing courses and in planning new courses or units of instruction. A dozen senior faculty members have been recruited for this program, with recruitment efforts ongoing.

New Faculty Orientation

Since 2018, CTL has been responsible for the new faculty orientation. Emphasis is placed on community building and interactive exercises rather than purely informational sessions.

The pandemic context necessitated some substantial changes in orientation events in 2020. Separate orientations were held for tenure-system and non-tenure-system faculty respectively; this was the result of projected larger numbers of faculty in each group, although that did not prove to be the case for the latter group. More significantly, the orientations were "virtual," consisting of synchronous and asynchronous components. Rather than a single day, presentations and activities were spread out over several weeks, beginning in mid to late July with information (e.g., syllabi requirements) necessary to prepare for the fall semester, a virtual and simultaneous half-day session in August, and finally sessions in September (culminating with discussions of evaluation, promotion, and tenure).

In the transition away from the pandemic context, the 2021 orientation will be a blend of past formats and topics. Orientation will combine new tenure system and non-tenure system faculty and occur in the three phases. The pre-semester segment (Phase 1) has already begun at this writing and includes materials and presentations necessary for fall teaching and other responsibilities (e.g., educational technology). The presentations are a mixture of asynchronous

video presentations, synchronous and recorded webinars, power point slides, and various documents – these are all posted on the CTL eLearning website in the special section for new faculty. Phase 2 involves an in-person session, similar to those in the pre-pandemic period, albeit truncated to slightly more than half a day; presentations from university leaders and interactive exercises form most of the program. Finally, Phase 3 commences in September with sessions on teaching, research opportunities, and promotion and evaluation respectively. Schedules for this year's and last year's orientations are given in Appendix B.

Teaching Awards

For the fifth consecutive year, CTL oversaw the nominations and selections of all University teaching awards, and the nominations for state and University of Texas System awards. These honors included the President's Teaching Excellence Awards as well as the UT System Regents' Outstanding Teaching Awards (ROTA), membership into the UT System Academy of Distinguished Teachers, and Piper Professorships. The selection processes were run jointly with the Committee on Effective Teaching.

In the UT System competitions, the ROTA competition was delayed because of the pandemic. UTD has submitted two nominations and awards will be announced in fall 2021. A UTD faculty member (Joanna Gentsch) was named to the UT System Academy of Distinguished Teachers, open only to previous ROTA winners with exceptional instructional and service records.

New this year, the UT System conducted a grant competition "Curricular Innovation in the Post-Pandemic Digital Age" designed to support innovative pedagogical practices inspired by pandemic era teaching but having continuing value in the post-pandemic period. Three UTD proposals were successful in the competition, and these are listed in Table 5.

Principal Investigator(s)	**School(s)**	**Project Titles**
Dr. Christina Montgomery Dr. Carie King Dr. Melissa Hernandez-Katz Dr. Janet Johnson	A&H	Innovating the Communication Core Curriculum: A Simulated Experiential-Learning Opportunity for Professional and Technical Writing Students through a Collaborative Faculty Initiative from UTD and UTA
Dr. Joanna Gentsch	BBS	Narrative Storytelling and the Last Writers Project
Dr. Carol Cirulli Lanham Dr. Juan Gonzalez Sara Spiegler	EPPS & CTL OGE & NSM Int. Education	Use of Virtual Exchange Education to Promote Global Engagement

Table 5: UTD Recipients in UT System Grant Competition, 2021

At the campus level, five individuals (four faculty members and one teaching assistant) were recipients of President's Teaching Excellence Awards – details can be found at https://news.utdallas.edu/faculty-staff/president-teaching-awards-2021/

In April 2020, CTL had planned to sponsor its fourth annual reception celebrating excellence in instruction. Winners of System, University, and school teaching awards, as well as SRTS and GRTS participants, instructional improvement award, and graduate teaching certificate recipients, were to be recognized. Because of the COVID-19 pandemic, the event was rescheduled and held virtually in April 2021. Two years' (2020 and 2021) worth of winners were recognized.

Task Force on International Education

For the sixth year, CTL facilitated a task force dedicated to examining instructional issues on campus (previous ones addressed part-time faculty support, increasing enrollment, student course evaluations, online education, and large introductory classes respectively). This past year, the subject was international education. This task force was charged with making recommendations on how UTD can improve the international education of its students. It was specifically charged with considering the following kinds of programs and concerns:

• Study Abroad: number of students participating, agreements with other institutions, affordability.
• Faculty-led Courses Abroad: frequency and variety of offerings, semester timing.
• International Partnerships in Courses: Joint courses, student interactions, Collaborative Online International Learning (COIL) programs.
• Research and Internship Collaboration: internships and undergraduate research opportunities.
• Curriculum: revisions of existing courses, expansion of course offerings, certificate programs, degree programs.
• Incentives for faculty, students, and staff to support the previous concerns.

The task force issued a report that contained a series of recommendations covering a wide range of concerns. See Appendix C for a copy of the report.

Campus-Level Reading Groups

CTL normally sponsors three sets of campus-level reading groups in which faculty members read and met to discuss books on pedagogy. Books are provided by CTL and participants may keep them when the reading groups are completed. Budget cuts and the pandemic context made purchases and such face-to-face discussions impossible. Remote sets of reading groups was held during the reporting year using electronic access to the book provided by the McDermott Library.

• Book: *Powerful Teaching: Unleash the Science of Learning*" (2019) by Pooja K. Agarwal and Patrice M. Bain. 39 participants

As noted above, several reading groups were held at the school level, using electronic copies provided by the McDermott Library and involving virtual discussions.

In the coming academic year, CTL will sponsor a limited number of groups again; with assistance of the McDermott Library, who will provide electronic copies of books. Meetings will be held in person or virtually as conditions permit.

Campus Service

CTL personnel also served on special committees associated with remote teaching and planning during the pandemic.

- Academic Continuity Working Group (Paul F. Diehl and Karen Huxtable-Jester)
  - Faculty Retention and Morale Subgroup (Paul F. Diehl and Karen Huxtable-Jester, Co-chairs)
- eLearning Mentors – weekly advising sessions (Carol Cirulli Lanham and Karen Huxtable-Jester)
- Committee on Distance Learning (Carol Cirulli Lanham and Paul F. Diehl)
- Committee on Effective Teaching (Karen Huxtable-Jester, Chair)
- Continuing Online Instruction Subgroup (Salena Brody, Carol Cirulli Lanham, and Karen Huxtable-Jester)
- Academic Assessment Integrity Working Group (Karen Huxtable-Jester)
- Task Force on International Education (Carol Cirulli Lanham)
- "When is Enough, Enough?: A Conversation about Race, A Year in Reflection" (Salena Brody, Moderator)
- *The Privileged Poor* book club with the McDermott Scholars (Salena Brody, Facilitator)
- "AAPI Solidarity Teach-in" A&H Teach-in Series (Salena Brody, Panelist)
- "Small Teaching for Inclusion" for the Communications 1311/1315 Annual Conference (Salena Brody, Presenter).

Professional Presentations, Publications, and External Service

The CTL Director, Paul F. Diehl, provided the following professional service related to pedagogy, in addition to his regular CTL service and activities:

- Publication, co-editor, and introduction co-author, "Forum: The Introductory Course in International Relations/Studies: Regional Variations*." International Studies Perspectives* 22, 2 (2021).
- Publication, co-author, "Essentials for Introduction to International Relations" in James Scott, Ralph Carter, Brandy Jolliff Scott, and Jeff Lantis (eds.), ***Teaching International Relations***. Cheltenham, UK: Edward Elgar Publishing (forthcoming).
- Editorial Board and Reviewer, *Innovative Higher Education*

The CTL Associate Director, Karen Huxtable-Jester, provided the following professional service related to pedagogy in addition to her regular CTL service and activities:

- Presentation and Panel Member, DiversAbility Summit, 2021
- Reviewer, Scholarship of Teaching and Learning in Psychology
- Reviewer, Innovative Higher Education
- Publication, co-author, "Place-based Educational Development: What Center for Teaching and Learning Spaces Look Like (and Why That Matters)." ***To Improve the Academy: A Journal of Educational Development*** (forthcoming).

The CTL Assistant Director, Salena Brody, provided the following professional service related to pedagogy in addition to her regular CTL service and activities:

- Presentation, "Conversations that Create Change: Talking to Kids about Injustice" Center for Children and Families, 2021

- Presentation, "Navigating Difficult Moments in Teaching Diversity and Social Justice" Virginia Commonwealth University, 2021.
- Presentation, "Conversations that Create Change: Talking to Kids about Injustice" Lamplighter School Parent Perks series, 2021
- Panelist, "Implicit Bias in the Courtroom" Dallas Bar Association, 2021
- Panelist, Fireside chat on AAPI history, Fossil, Inc, 20201.
- Organizer, BBS presentations to students in the Undergraduate Success Scholars Transfer Research Initiative summer course, 2021

The CTL Assistant Director, Carol Cirulli Lanham, provided the following professional service related to pedagogy in addition to her regular CTL service and activities:

- Grant, Curricular Innovation in the Post-Pandemic Digital Age Grant, UT System "Use of Virtual Exchange Education to Promote Global Engagement"
- Award, Fulbright Specialist for online teaching and Virtual Exchange, 2021-2024
- Publication, co-author, "Inclusive Alternatives to Study Abroad" *Oxford Handbook of International Studies Pedagogy*. UK: Oxford University Press (forthcoming).
- Publication, co-author, "Virtual Exchange: Expanding Access to Global Learning" in *Academic Voices: A Conversation on New Approaches to Teaching and Learning in the Post-COVID World*. Elsevier Publications (forthcoming)

Other Contributions

CTL provided a series of presentations on its programs and teaching-related topics, and otherwise provided services to UTD constituencies:

- Gave virtual presentations at training sessions for TAs in multiple schools
- Gave virtual presentations at two OGE new TA orientations

Suspended Activities

Because of the pandemic, a number of normal CTL activities were suspended for the academic year:

- CTL Newsletter
- Space Usage – No in-person events were held and because its office and seminar spa e were closed, other units did not use CTL space for teaching-related activities and events (pre-pandemic, approximately 150 events offered by 25 different units took place in CTL space).

Prospective Changes for 2021-2022 Academic Year

The upcoming academic year offers a number of changes and challenges for CTL. The first involves personnel. After five years and eight months as Director, Paul F. Diehl is resigning and leaving UTD. In addition, Jonas Bunte, the facilitator for the Graduate Reflective Teaching Seminar (GRTS) since its inception, is leaving UTD. Replacements for both will need to be found.

The CTL budget will severely constrain the number and type of activities it conducts. The prospective budget for CTL protects its personnel positions, but funds for operations and programming are only 10% of pre-pandemic levels. Thus, this excludes bringing external speakers to campus, book club purchases, instructional improvement awards, in-person events with food or beverages, and other elements of "normal" operations.

Although UTD plans to return to the post-pandemic "new normal" for the fall 2021 semester, changes in the ongoing health situation might result in further alterations in CTL operations.

Appendices

Appendix A: ACUE Course on Teaching, 2020-2021

ACUE Course in Effective Teaching Practices[Thx]
SAMPLE Course Schedule-Fall 2020-2021

Timeframe			Module
Open	Start	Due	
8/21	8/21	8/30	*Course Launch – Leading a Productive First Day*
Block 1: Creating an Inclusive and Supportive Environment			
8/21	8/31	9/6	Promoting a Civil Learning Environment*
8/21	9/7	9/13	Engaging Underprepared Students
8/21	9/14	9/20	Helping Students Persist in their Studies
8/21	9/21	9/27	Embracing the Diversity in Your Learning Environment*
8/21	9/28	10/4	Checking for Student Understanding
8/21	10/5	10/11	Providing Useful Feedback
Summary Discussion			
Break or Make-up Week 10/12-10/18			
Block 2: Promoting Active Learning			
10/12	10/19	11/1	Developing Effective Class Sessions and Lectures *(1 combined reflection for 3c/4c)*
			Teaching Powerful Note-taking Skills *(1 combined reflection for 3c/4c)*
10/12	11/2	11/15	Using Groups to Ensure Active Learning *(1 combined reflection for 3a/3b)*
			Using the Active Learning Cycle *(1 combined reflection for 3a/3b)*
10/12	11/16	11/22	Planning Effective Discussions *(1 combined reflection for 3d/3e)*
			Facilitating Effective Discussions *(1 combined reflection for 3d/3e)*
Summary Discussion			
Mid-Course Survey			
Break or Make-up Week			
Block 3: Inspiring Inquiry and Preparing Lifelong Learners			
1/15	1/18	1/24	Motivating Your Students
1/15	1/25	1/31	Providing Clear Directions and Explanations
1/15	2/1	2/7	Using Concept Maps and Other Visualization Tools
1/15	2/8	2/14	Using Student Achievement and Feedback to Improve Your Teaching*
1/15	2/15	2/21	Using Advanced Questioning
1/15	2/22	2/28	Developing Self-Directed Learners
Summary Discussion			
Break or Make-up Week 3/1–3/7			
Block 4: Designing Student Centered Courses			
3/1	3/8	4/4	Establishing Powerful Learning Outcomes* *(1 combined reflection for 1a/1b/1c)*
			Aligning Assessments with Course Outcomes* *(1 combined reflection for 1a/1b/1c)*
			Aligning Activities and Assignments with Course Outcomes* *(1 combined reflection for 1a/1b/1c)*
Break or Make-up Week 3/15 – 3/19			
3/1	4/5	4/11	Developing Fair, Consistent, and Transparent Grading Practices*
3/1	4/12	4/18	Developing and Using Rubrics and Checklists*
3/1	4/19	4/25	Preparing an Effective Syllabus*

Appendix B: New Faculty Orientation Schedules, 2020 and 2021

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University of Texas-Dallas

New Faculty Orientation 2020

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For synchronous sessions, there will be a separate orientation for tenure system and non-tenure system faculty; these will be held primarily on August 11th and 12th respectively. Asynchronous presentations and activities will be released over time and will be housed in a folder "New Faculty Resources"

Date/ Released	Form/ Time	Topic	Presenters
7/27	Asynchronous	Be Explicit: Syllabi, Learning Outcomes, and Assessment	Gloria Shenoy, Director of Assessment
7/20	Asynchronous	ETS Services and Technology in the Classroom	Darren Crone, Assistant Provost
8/3	Asynchronous	UTD Structures, Committees, and Language	Ravi Prakash, Speaker of the Academic Senate
0/1	Asynchronous	The Evolution of UTD	Calvin Jamison, Vice President for Facilities and Economic Development
8/6	Asynchronous	An Overview of Human Resources and Key Policies	Colleen Dutton, Chief Human Resources Officer
August 11 August 12	8:30-8:45, Prerecorded	Welcome	Richard Benson, President
August 11 August 12	8:45-9:00, Synchronous	Welcome	Inga Musselman, Provost
August 11 August 12	9:30-10:00, Synchronous	Profiles of UTD Students	Jessica Murphy, Dean of Undergraduate Education Juan Gonzalez, Dean of Graduate Studies
August 11 August 12	10:00-10:45, Synchronous	Challenging Student Behaviors	Paul F. Diehl, Director, Center for Teaching and Learning
August 11 August 12	10:45-11:45 Synchronous	Resources for Student Success	Karen Huxtable-Jester, Associate Director, Center for Teaching and Learning

Date/Time	Form/Time	Topic	Presenters
			Kerry Tate, Director, Student AccessAbility Laura Smith, Associate Dean of Students, Health and Wellness Initiatives Julie Murphy, Director, Student Success Center
August 11	11:45-12:15 Synchronous	Research (for Tenure-System Faculty)	Joseph Pancrazio, Vice-President for Research
August 12	11:45-12:15 Synchronous	Teaching Concerns (for Lecturers, Teaching Professors of Instruction, and Clinical Faculty) – Non-Tenure System Faculty	Karen Huxtable-Jester, Associate Director, Center for Teaching and Learning
	September Synchronous	Tenure and Promotion Process (for Tenure-System Faculty)	Francesca Filbey, Associate Provost
	September Synchronous	Promotion and Evaluation Process (for Lecturers, Professors of Instruction and Clinical Faculty) – Non-Tenure System Faculty	Francesca Filbey, Associate Provost
	When Ready Asynchronous	Title IX/EEO	Marco Mendoza, Senior Director, Institutional Compliance, EEO, and Title IX

University of Texas-Dallas

New Faculty Orientation 2021

Orientation for the new tenure system and non-tenure system faculty will occur in three phases with virtual asynchronous, virtual synchronous, and in-person modalities. The in-person session will be held in the Davidson-Gundy Alumni Center. Materials, slides, and recordings will again be posted in a special section for new faculty on the CTL Resources for Teaching page in eLearning

Date/ Released	Form/ Time	Topic	Presenters
Phase 1			

7/15	Virtual - Asynchronous	ETS Services and Technology in the Classroom	Darren Crone, Assistant Provost
7/22 – 12-1 PM	Virtual – Synchronous on MS Teams (and Recorded)	Question and Answer Session	Qin Fang and Educational Technology Staff
7/20	Virtual- Asynchronous	Be Explicit: Syllabi, Learning Outcomes, and Assessment	Gloria Shenoy, Director of Assessment
7/27 12-1 PM	Virtual - Synchronous on MS Teams (and Recorded)	Returning to the Classroom After COVID (*This will be a campus event open to all faculty and staff)	Paul F. Diehl, Director, Center for Teaching and Learning and Karen Huxtable-Jester, Associate Director, Center for Teaching and Learning, Kathy Zolton, Associate Professor of Practice, JSOM William Hefley, Clinical Professor of Management, JSOM
7/28 12-1 PM	Virtual – Synchronous on MS Teams (and Recorded)	Returning to Campus Safely, plus Question and Answer Session (*This will be a campus event open to all faculty and staff)	Rafael Martin, Vice-President and Chief of Staff and University Leaders
8/3 8/17 2 PM 3 PM AD2.232	Virtual - Asynchronous In Person, Walk-In – Meet and Greet	An Overview of Human Resources and Key Policies Group Presentation on Benefits Individual Assistance	Colleen Dutton, Chief Human Resources Officer
8/10	Virtual - Asynchronous	Title IX/EEO	Marco Mendoza, Senior Director, Institutional Compliance, EEO, and Title IX

Phase 2: In-Person Session – 8/17 Davidson-Gundy			

Alumni Center			
	Time		
	8:00-8:30 AM	Continental Breakfast	
	8:30-8:45 AM	Overview	Paul F. Diehl, Director, Center for Teaching and Learning
	8:45-9:00 AM	Welcome	Richard Benson, President
	9:00-9:30 AM	UT Dallas Structures, Committees, and Language	Ravi Prakash, Speaker of the Faculty, Academic Senate
	9:30-9:45 AM	Welcome and History of UT Dallas	Inga Musselman, Provost
	9:45-10:15 AM	Profiles of UT Dallas Students	Courtney Brecheen, Senior Associate Dean of Undergraduate Education Juan Gonzalez, Dean of Graduate Education
	10:15-11:00 AM	Challenging Student Behaviors	Paul F. Diehl, Director, Center for Teaching and Learning
	11:00 AM-12:00 Noon	Resources for Student Success	Karen Huxtable-Jester, Associate Director, Center for Teaching and Learning Kerry Tate, Director, Student AccessAbility Brandon Johnson, Associate Dean of Undergraduate Education Laura Smith, Associate Dean of Students, Health and Wellness Initiatives Amanda Smith Associate VP for Student Affairs and Dean of Students
	12:00-1:00 PM	Lunch The Evolution and Future of UT Dallas	Calvin Jamison, Vice President for Facilities and Economic Development
Phase 3			
9/9, 12-1 PM, CTL Seminar Room – MC2.404	In-Person, with simultaneous synchronous online option	How Is It Going? - Reflections After the First Weeks on Campus	Karen Huxtable-Jester, Associate Director, Center for Teaching and Learning

9/14 1:00-1:45 PM CTL Seminar Room - MC2.404	In-Person	Research Resources	Joseph Pancrazio, Vice-President for Research
9/22 12-1 PM CTL Seminar Room - MC2.404	In Person	Promotion and Evaluation Process (for Lecturers, Professors of Instruction and Clinical Faculty) – Non-Tenure System Faculty	Mehrdad Nourani, Associate Provost
9/29 12-1 PM CTL Seminar Room - MC2.404	In Person	Promotion and Tenure Evaluation -- Tenure System Faculty	Mehrdad Nourani, Associate Provost

INTERNATIONAL EDUCATION AT UT DALLAS
TASK FORCE

REPORT and RECOMMENDATIONS

February 2021

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Paul F. Diehl, PhD *ex officio*
Associate Provost and Director, Center for Teaching and Learning (CTL)

Executive Summary

In August 2020, the *International Education Task Force* began exploring all aspects of currently existing international activities for students and faculty at the University of Texas at Dallas. Arguably, every academic discipline and most careers now require that people study or work across national boundaries. Nevertheless, university education has not necessarily kept pace with globalization needs and requirements. UT Dallas is behind most of its peer R1 institutions on many dimensions associated with providing international experiences, knowledge, and training for its students. Accordingly, the Task Force was charged with making recommendations that would help UT Dallas improve international education. As part of a process, the Task Force reviewed current engagement in study abroad, faculty-led international programs, international partnerships with foreign universities, research and internship collaboration and curriculum, and incentives for faculty, students, and staff to support these efforts.

A self-assessment revealed that while UT Dallas has demonstrated success in a few instances, international education, overall, is hampered by a lack of financial resources and by the inexistence of a centralized support system for students and faculty. Lack of incentives for faculty engagement, a fully developed internationalized curriculum, and a visible international culture have limited UT Dallas's success in increasing participation among both faculty and students. The analysis also indicated that while the university's strategic plan emphasizes international engagement, little has been done to move the needle closer to fruition. UT Dallas should expect low levels of faculty/student participation to continue without significant alteration to current practices.

Self-Assessment of Current International Efforts at UT Dallas

UT Dallas stands as one of the most diverse universities in the nation. Its students represent more than 150 countries, and according to *US News and World Report*, it ranks in the top 30 most ethnically and racially diverse national universities.[1] Yet, in spite of its diversity, UT Dallas remains insular on several measures of global engagement and lags well behind most of its peer R1 institutions related to international education opportunities. Among the 28,755 students enrolled at UT Dallas for the 2018-19 academic year, only 568 students engaged in international education experiences. The actual percentage of those who participated in education abroad, however, had remained slightly lower than two percent because some students enrolled in more than one experience that year (e.g., a spring break program followed by a summer program or, alternatively, two summer programs).[2] Moreover, the percentage of students involved in study abroad was flat the previous four years.

UT Dallas, however, has stated publicly its commitment to increasing international education opportunities for its students. The 2018 *UT Dallas Strategic Plan*, as a matter of fact, addresses global engagement as one of nine key themes with the goal of fostering "intercultural understanding, interaction and collaboration within the campus community and with international partners." But the statistics show that UT Dallas has fallen well short on its goals of promoting global engagement and increasing the number of students in international education

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[1] See https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity for additional information.

[2] See Table 1 of the Appendix of this report for additional information.

programs. Moreover, most peer institutions report global engagement rates four to five times higher than UT Dallas. During the 2018-19 academic year, for instance, nearly 8% of UT Austin's 40,804 undergraduates participated in an international education program, according to the 2019 Open Doors Institute of International Education (IIE) report.[3] Furthermore, IIE indicates that 11% of all students in the U.S. study abroad during their undergraduate programs.[4] UT Dallas has also lagged in a second measure of global engagement as outlined by the UT Dallas strategic plan. While UT Dallas aspires to give "all four-year undergraduate students the opportunity to complete one course in a topic related to globalization or diversity of traditions," a review of the *2020 UT Dallas Undergraduate Catalog* shows that of the 4199 courses, only 782 of those courses (18%) have content suggesting that they are either global or international.

Current Faculty Participation

UT Dallas trails its aspirational peers related to global engagement for a number of reasons. As a consequence, over the past five years, only a small number of faculty members have been able to persevere and establish a successful track record of international experiences for students. Because short-term, faculty-led international education programs lasting eight weeks or less account for more than 50% of international experiences for UT Dallas students and 64.6% nationally, the Task Force invited faculty who have led international education programs

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[3] See https://www.iie.org/Research-and-Insights/Open-Doors for additional information.

[4] Ibid, 2019.

to share their experiences.[5] They represent the 1.3% of UT Dallas faculty who have led

international education programs in recent years.[6]

Monica Rankin, Associate Professor of History in the School of Arts and Humanities,

made a presentation to the Task Force on the six-week summer course she has taught in Oaxaca,

Mexico for the last five years. Dr. Rankin reported that students are also given the option of

extending their stay for four weeks to complete an internship. She outlined challenges that

highlighted the barriers preventing all but the most committed faculty members from leading this

kind of program. In addition to single-handedly organizing all the logistics of the program,

including student accommodations, Dr. Rankin mentioned that she had often been forced to pay

out-of-pocket for expenses.

Task Force member and Associate Professor of Rhetoric and Literature, School of Arts

and Humanities, Dr. John Gooch, recounted similar experiences and challenges in starting a UT

Dallas faculty-led program in Lugano, Switzerland in 2017. In his presentation, Dr. Gooch

described the hurdles in managing the program budget and all the associated expenses,

comparing it to another full-time job. Like other leaders of faculty-led programs, he, too, had

taken heroic measures to overcome barriers to entry.

Undergraduate Dean Jessica Murphy told the Task Force that she had to tap into financial

resources from her Mary McDermott Cook Chair to fund the planning of a Shakespeare in

London course in Summer 2019. She added that without these resources, the course would not

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[5] Ibid, 2019. See also Table 2 of the Appendix of this report.

[6] See Table 3 of the Appendix.

have been possible. Dean Murphy also noted that she received little to no guidance about

marketing the program, which resulted in an enrollment of only five students.

Benchmarking Research

The Task Force also heard reports from aspirational peer institutions who benefit from

extensive institutional support for facilitating faculty-led programs and for recognizing and

rewarding professors willing to take students abroad. The Task Force heard presentations in

December 2020 from the following individuals:[7]

University of Illinois at Urbana-Champaign

- Dr. Reitumetse Mabokela, Vice Provost for International Affairs and Global Strategies

Georgia Institute of Technology (Georgia Tech)

- Amy Henry, Executive Director, Office of International Education

The University of Texas at Austin, Cockrell School of Engineering

- Dr. Gerald Speitel, Associate Dean of Academic Affairs, Cockrell School of Engineering

- Helena Wilkins, Director of International Engineering Education

The presenters from peer institutions made it very clear that they had dedicated

significant resources to significantly increasing student and faculty engagement. First, Dr.

Mabokela shared with the Task Force how the University of Illinois had centralized their support

to achieve broader success in global initiatives. Doing so had helped them meet their goals

related to international education. Ms. Henry, on the other hand, addressed how Georgia Tech

has taken steps to strategically tie their student programs to specific international locales. She

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[7] See Appendix of this report for additional information related to their successful strategies for implementation.

said that George Tech offers specific courses in other countries that support, for example, a minor, or they might offer a group of courses abroad that students typically take during a certain semester. Ms. Henry argued that there was little reason why STEM institutions, like UT Dallas, could not broaden the students' global mindset while those students were pursuing degrees with stringent requirements (e.g., engineering). Last, Dr. Speitel and Ms. Wilkens of UT Austin explained a unique model where international education has been specifically embedded into Cockrell School of Engineering curriculum. Students from the Cockrell School can take core classes abroad, which are taught by their faculty, and can also engage in a variety of global experiences that do not hinder their progress toward degree completion.

Based on the benchmarking research as well as presentations from UT Dallas faculty and our peer institutions, the Task Force has identified the following barriers to faculty and student involvement in international education programs at UT Dallas.

Lack of Incentives for Faculty Participation

UT Dallas faculty presentations from Drs. Murphy, Rankin, and Gooch highlighted the first barrier to entry, which is lack of centralized logistical support for professors who take students abroad. As the examples show, faculty members who currently lead programs abroad must do everything from negotiate rates with international providers to arrange laundry and meal services for students, not to mention market their own programs. In contrast, other universities employ designated staff who handle logistics, allowing faculty leading international education programs to focus on curriculum and teaching. Many faculty members perceive that although

they might like to lead an international education program, the current workload associated with implementation, logistics, and marketing dissuades them from doing so.

Need to Create a Strong Campus Culture

While this report highlights the initiatives of study abroad champions like Drs. Murphy, Rankin, and Gooch, their efforts and those of others like them have generally gone unrecognized among the broader campus community. The UT Dallas student body is renowned for representing many nations, ethnicities, and cultures, but the *campus* culture does not publicly celebrate the global engagement of faculty and students. The Task Force believes it as imperative that UT Dallas build a stronger campus culture that supports student engagement in international education.

Branding International Involvement

UT Dallas does offer a number of international initiatives designed to engage students globally, but they often operate in isolation from one another. This disconnectedness creates a barrier to expansion of programs such as Peace Corps Prep, iFriend, and foreign language course offerings that could create incentives for students to study abroad. At peer institutions, the importance of international engagement is embedded in everything from academic advising to the curriculum.

Challenges with Current Web Site Information

Branding challenges are reflected on the web site for the Office of International Education. Until recently, the faculty-led programs that make up the majority of student experiences were difficult to find and listed among dozens of third-party providers. With the

exception of the Naveen Jindal School of Management, individual schools do very little to promote study abroad on their web sites. Although the Office of International Education web site is currently undergoing a redesign, the current web site has undoubtedly hindered participation.

Lack of Financial Support for Student Engagement

Even when students are aware of international education opportunities, participation can be prohibitively expensive. At UT Dallas, students pay the same tuition for faculty-led programs as if they were studying locally, and they have access to the same financial aid. Study abroad, however, includes significant additional costs associated with airfare, housing, and personal expenses. Some of these expenses are offset by UT Dallas's International Education Fund (IEF) scholarship, which is financed by a $3 per semester student fee. Even though nearly three-quarters of the students who applied for the IEF in the academic year 2019 received an award, the scholarship amounts are usually not enough to compensate for expenses associated with international education programs.[8]

After analyzing UT Dallas study abroad metrics, hearing from faculty leading international education programs, and benchmarking with the university's aspirational peers, the Task Force has made the following recommendations outlined in the proceeding sections of this report.[9]

Incentivizing Faculty Participation

The members of the Task Force understand and agree that the participation of faculty members plays a crucial role in advancing international education at UT Dallas.

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[8] See Table 7 of the Appendix.

[9] See Tables 1-7 of the Appendix.

With strong administrative support, faculty can contribute to the internationalization of education at UT Dallas through various initiatives including, but not limited to:

- Creating new faculty-led courses abroad for UT Dallas students;

- Creating new virtual exchange courses with international partners;

- Identifying and engaging in strategic international partnerships to enhance student exchange program opportunities;

- Identifying and engaging in strategic international partnerships to enhance scientific collaborations that would create professional training opportunities (e.g., internships);

- Engaging UT Dallas students and advising them about international education opportunities; and

- Enhancing UT Dallas's curriculum so that it will better address the university needs and goals for international education.

Given the importance of engaging faculty members in creating opportunities for international experiences as well as in advancing the knowledge and training of students, the Task Force has produced a set of recommendations intended to promote faculty participation. There were several driving forces behind these recommendations including internal discussions among Task Force members, discussions with UT Dallas faculty members (e.g., Dr. Monica Rankin, Dean Jessica Murphy) possessing experience with international education programs, and analysis of university data.[10] As previously indicated, the Task Force also formulated its recommendations based on

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[10] See Tables 1-3 from the Appendix.

discussions with representatives of universities with successful international education

programs.[11]

The Task Force has subdivided its recommendations for increasing faculty participation

into three main categories:

- Establishing incentives for faculty to create and lead international programs;

- Disseminating information about international education programs; and

- Creating services to support faculty-led education programs.

Establishing Incentives for Faculty to Create and Lead International Education Programs

The Task Force believes that UT Dallas faculty members need meaningful incentives that

would encourage them to create and develop international education programs. Without

incentive, though, it is unlikely that UT Dallas will see an increase in the number of faculty

members engaging in international education programs. In fact, there is a possibility of a

decrease in faculty engagement as active faculty members retire or redirect efforts to other

activities.

Formalizing the Availability of Salary Incentives for Faculty

The Task Force understands that formalizing, or budgeting for, the availability of salary

funds is crucial for incentivizing faculty members willing to engage in international education.

This idea was reinforced by the information provided by external representatives, who confirmed

the importance of compensating faculty for their efforts. In fact, given all the commitments

faculty members already have, they would only be able to participate in developing a new

program if opportunities for summer salary, for instance, were available. Equally important

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[11] See previous subsection, "Benchmarking Research" (pages 4-7 of this report).

would be to formalize the availability of continuing funds for faculty members who established successful programs.

Centralizing Faculty Salary Funds

The Task Force recognizes the challenges in managing salary funds for faculty engaged in international education programs and administering areas of international education that require further development. Therefore, the Task Force recommends centralizing all funds available for faculty salary. Centralizing the funds would allow UT Dallas to better plan and direct incentives for international education. More specifically, centralizing the funds would also allow the university to better target areas for development in schools and units and to change priorities as schools and units meet or exceed milestones in advancing international education programs. UT Dallas could create competitive "seed" grants, for instance, to encourage faculty participation in new international education programs. A centralized effort can redirect incentives to another school or unit once it has launched enough programs or once a unit or school has created a certain number of faculty incentives.

Hosting a Recognition Ceremony

The Task Force believes that UT Dallas should host a recognition ceremony honoring those faculty who have created and led international education programs. The ceremony would showcase their achievements in international education by highlighting their programs and relating student success stories from the experience.

Creating a Fellowship Program

The Task Force recommends the creation of a fellowship program that would support faculty willing to start a new international education program. Furthermore, a fellowship would support faculty visits to countries with potential for new programs. The fellowship, for example, would allow faculty members to visit a country or region of a country to expand his/her expertise about that region/country, and it would also allow faculty to visit foreign universities and academic institutions that might potentially collaborate with UT Dallas. The Task Force believes that the fellowship could support a faculty member teaching a full course load abroad. Finally, the faculty fellow could also serve as an ambassador for in-coming students.

Disseminating Information about International Education Programs

As this report reveals, some UT Dallas faculty already possess vast experience in international education programs, but analyses of UT Dallas data (e.g., faculty-led courses abroad offered in the past years), indicates that the number of faculty members engaged in international education programs is not increasing.[12] This is, to some extent, due to the fact that a significant portion of faculty members are not aware of the different types of program models and the importance of faculty participation.

The Task Force recommends UT Dallas develop an initiative for educating faculty about different international education program models while demonstrating the importance of these programs to faculty and students. Such an initiative, for example, can be part of the new faculty orientation program that highlights faculty roles in international education as well as presents the main types of international education programs and opportunities for UT Dallas students (e.g.,

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[12] See Tables 2-3 of the Appendix.

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faculty-led programs). Furthermore, the Center for Teaching and Learning (CTL) can host

presentations from experienced instructors on their approach to creating and sustaining

international education programs. The Task Force, however, recommends that presentations be

appropriately targeted to different audiences (e.g., JSOM versus engineering faculty) as the

approaches are likely to be different due to the nature of the field of study.

Finally, UT Dallas can create informative materials about international education

programs that would be available to faculty members and staff. The University of South

Carolina's Office of Education Abroad, for example, maintains a web site that describes different

opportunities for faculty to engage internationally. They also provide information on

international education programs in which faculty and staff can participate.[13]

Services to Support Faculty-led International Education Programs

The Task Force has recognized the importance and the time required for tasks associated

with creating and maintaining an international education program beyond those related to

developing curriculum. The Task Force, therefore, recommends the following related to

providing bureaucratic and logistical support to faculty leading international education programs.

Centralizing Support Services

The Task Force recommends that the support for these activities be centralized as

centralization would greatly enhance the development of new programs. One could expect, for

example, that, at least initially, new programs (e.g., faculty-led programs abroad) would not be as

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[13] For additional information, see
https://sc.edu/about/offices_and_divisions/education_abroad/opportunities_for_uofsc_faculty_and_staff/overseas_pr
ograms_for_faculty_and_staff/index.php and
https://sc.edu/about/offices_and_divisions/education_abroad/opportunities_for_uofsc_faculty_and_staff/overseas_pr
ograms_for_faculty_and_staff/teaching_research_and_seminar_opportunities/index.php.

attractive to students as already well-established programs. By centralizing support, more popular programs can help subsidize the support of new initiatives.

The Task Force believes that basing the success of each program solely on financial outcome will inhibit the advancement of international education at UT Dallas. Furthermore, as new programs mature and faculty members become more experienced, their international education programs will become more attractive to students.

Creating a Partner Database

The Task Force also recommends creating a database of current partner schools and contact faculty at these institutions. A database would help faculty members to identify existing educational agreements, which would facilitate and accelerate the creation of new programs.

Creating a List of Trusted Third-Party Providers

The Task Force recommends creating an updated list of trusted third-party providers of services (e.g., housing, transportation) that are commonly used for international programs in different countries. The list would greatly increase efficiency in creating new programs. It would also minimize unexpected issues and frustration with the quality of the services while enhancing student (and faculty) experience. The centralized support would also eliminate redundancy in that it would avoid the possibility of different schools or departments carrying out the same task of identifying providers.

Building Campus Culture

Regarding building a campus culture of internationalization, the Task Force has identified that UT Dallas focus on four key areas for enhancement: visibility, student engagement, academic advising, and faculty leadership.

Visibility

The Task Force recommends that UT Dallas increase visibility by:

- Designing an attractive and "easy-to-use" web site where students, faculty, and staff can easily obtain information regarding international education programs;

- Including the benefits of international education in admissions and recruitment brochures and program web sites;

- Adding student and faculty testimonials to all aspects of student recruiting and degree program web pages; and by

- Establishing a visual presence on campus stressing the importance of international education (e.g., a hall of flags in the Student Services Building).

Student Engagement

To promote student engagement with international education, the Task Force recommends that UT Dallas:

- Launch a testimonial campaign to help promote student participation in international education programs;

- Encourage students participating in international education programs to remain involved by participating in Peace Corps Prep; and

- Establish a university-wide student organization (e.g., UT Dallas Global Ambassadors or Global Comets) that works closely with the Office of International Education to promote

international education programs by giving presentations to classes and student
organizations and by participating in the Study Abroad Fair.

Academic Advising

The Task Force recommends that academic advising at UT Dallas:

- Creates a cross-training program for campus-wide academic advisors to educate them about international education programs;

- Launches a progressive marketing campaign to promote international education throughout the campus by working closely with the academic units;

- Advises students from day-one about engaging in international education programs;

- Builds a strong international internship initiative; and

- Develops a robust array of international education programs with partners across the globe that raise UT Dallas's international reputation and ranking.

Faculty Leadership

The Task Force recommends that UT Dallas support its faculty leadership by:

- Identifying campus champions to advocate for international education and support the mission of having a strong international brand;

- Creating an ad-hoc committee of experienced faculty who can help promote further engagement; and by

- Creating opportunities for academic administrators to participate in site visits to learn more about specific opportunities as well as to promote programs.

Building Staff and Operational Support

In reviewing the current staff and teaching assistant support for international education programs, the Task Force has found that UT Dallas, as a whole, does not dedicate staff members and teaching assistants to support these efforts. Lacking support for these efforts has placed the entire burden of implementing international education programs solely on the backs of our faculty. Therefore, the Task Force recommends the following:

- Appoint staff liaisons and/or teaching assistants in each school (directly reporting to the central campus office) to support faculty internationalization efforts; and

- Create a recognition program for staff members and teaching assistants to encourage more volunteer support for all efforts to globalize the campus and the curriculum.

Curricular Recommendations

Regarding university curriculum, the Task Force recommends that UT Dallas:

- Standardize core curriculum courses so that classes taught abroad are equivalent to traditional on-campus courses;

- Identify general degree courses that can be taught abroad by UT Dallas thereby helping highly structured programs (e.g., engineering) to support their students in obtaining an international education experience;

- Increase the number of semester credit hours for courses required for faculty-led programs from three to four weeks. In exceptional cases, lengthier programs can be given consideration.

- Identify course equivalencies at international partner institutions thereby reducing the likelihood of students taking courses that cannot transfer back to UT Dallas;

- Encourage students desiring to study abroad to complete foreign language courses relevant to the country or region where they plan to study;

- Expand the number of foreign language courses currently offered at UT Dallas;[14] and

- Increase the number of foreign languages taught as UT Dallas does not offer some languages (e.g., Russian, Polish, and other Slavic-family languages) on a regular basis.[15]

The Task Force also recommends increasing the global emphasis of UT Dallas courses by:

- Identifying international and global courses that can be taught in all schools either collaboratively or independently;

- Incorporating international and global themes in as many courses as possible in all UT Dallas schools;

- Encouraging faculty to further internationalize their courses through innovative approaches (e.g., Virtual Exchange and other active learning experiences);

- Encouraging faculty to add a learning outcome related to the international impact of the course; and by

- Initiating and seeking administrate support for cross-disciplinary engagement between faculty, schools, departments, and degree programs.

Building Financial Support

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[14] The UT Dallas School of Arts and Humanities currently offers on a regular basis undergraduate courses in the following foreign languages: Arabic, Chinese, French, German, Japanese, Korean, and Spanish.

[15] The School of Arts and Humanities does offer, from time-to-time, other languages (e.g., Italian, Russian) not taught on a regular basis. Arts and Humanities offers such courses under its "LANG" prefix.

As previously indicated, the Task Force has determined that UT Dallas is falling behind other premier institutions in financially supporting international education experiences. Many Task Force recommendations will require a significant shift in how the university invests in and supports international education programs.

To support these initiatives, the Task Force recommends that UT Dallas make the following financial investments in globalizing education by:

- Committing to match the financial investment of premier institutions who are known for the globalization efforts on behalf of students and faculty. Financial support must include funding for faculty, student scholarships, operational/logistical support, and promotion;

- Increasing the mandatory international education fee from $3 to $10 to support students who do not receive other international education funds (McDermott and National Merit Scholars). Efforts should be made to make faculty aware of this institutional investment in supporting students;

- Encouraging the Office of Development to recruit North Texas corporations to provide grant funding to support international education;

- Providing financial support for grant writers who can seek national, state, and local grants that can help subsidize and support international education at UT Dallas;

- Supplying human capital to partner with external organizations that can provide financial support for under-represented minorities; and

- Institutionalizing the process for the development arm of the university to raise funds annually in support of international travel for faculty and staff.

Tracking Long-Term Success

If UT Dallas adopts the Task Force's recommendations, it can then formalize the tracking of key metrics (overall and by-school) annually including, but not limited to, the total number of faculty:

- Leading and/or participating in faculty-led programs;

- Teaching abroad; and

- Engaging in international collaborations with foreign partners.

In addition, UT Dallas can also track the total number of students:

- Participating annually in international education programs, (e.g., exchanges, faculty-led programs, third-party providers);

- Receiving scholarships to support international activities; and

- Engaging in international internships.

Last, UT Dallas can use key metrics to track the total number of:

- Global engagement experiences per year;

- Exchange program partner schools;

- Courses by school that have dedicated international content; and

- Total grant or donor money acquired to support international education programs.

In addition to establishing a key set of metrics to track improvements, UT Dallas should adopt specific institutional and school goals to ensure that these metrics improve.

Conclusion

Although UT Dallas has made some progress toward becoming an internationalized campus, the Task Force members agree that UT Dallas needs to take the necessary steps to

position it as a global leader for higher education. In order to enact the necessary measures, the Task Force recommends that UT Dallas give priority consideration to the following in that it should:

- Create one organizational umbrella to support centralizing all internationalization efforts to offer a more effective, coordinated, and efficient approach to support faculty-led study programs and other auxiliary support services to reduce the burdens that faculty face in conducting international/global experiences for students;

- Implement formal and documented faculty incentives (e.g., recognition ceremony) to encourage participation by a broad array of UT Dallas faculty;

- Promote and support a strong visual campus culture that helps students recognize that international education and global outreach are an essential part of the UT Dallas experience;

- Explore ways to further globalize degree programs and curriculum;

- Augment financial support for internationalization by raising external funds and grants and by increasing the student fee that supports international education;

- Expand faculty support by dedicating staff to support their efforts; and

- Establish metrics that will measure continuous improvement and success across the entire campus and within each school.

Finally, UT Dallas should take advantage of its expanding global footprint to strategically market itself as a truly global university reflecting the diversity of its student body, faculty, and staff. These recommendations will help UT Dallas further achieve status as a premier institution

that is truly a global university for all stakeholders including prospective and current students, faculty, and international partners.