

University of North Carolina, Pembroke
Office of Academic Affairs
Teaching & Learning Center

Focus of Shared Interest Group:

A Shared Interest Group is a faculty, staff, and student learning community focused on a question, theme, or approach in teaching and learning that matters to its members. SIGs shall be established on the basis of demonstrated interest, in consultation with the Teaching & Learning Center, to (1) identify the issue, problem, or approach on which it wishes to focus and (2) determine group expectations and outcomes. Upon establishment of the group, members of the SIG will commit themselves to the success of the group until the completion of the expectations and outcomes determined at its charter. As funding allows, the TLC will support SIGs with refreshments, resources, stipends, and/or travel funds. Once the group has achieved its expectations and outcomes, it will report on its accomplishments to the director of the Teaching & Learning Center.

SIGs may undertake the following activities:

- Reviewing and discussing current scholarship relevant to the SIG's focus,
- Sharing and reflecting on classroom experiences and successes,
- Team-teaching or visiting SIG members' classrooms,
- Creating or redesigning classes or curricula by incorporating high-impact teaching practices,
- Establishing and sharing best practices,
- Exploring policies or programs to improve teaching and learning,
- Traveling to conferences or professional development institutes, and/or
- Conducting and publishing research,
- Leading workshops or webinars that promote professional and/or scholarly development,
- Undertaking other activities as desired.

According to Napier and Gershenfeld (2001), successful group processes entail four critical components: "a clear understanding of the communication process; a clear mission, with goals and objectives; a strategy for accomplishing the group's work; and group membership and group decision-making" (qtd. Gini Doolittle, Maria Sudeck, and Peter Rattigan, "Creating Professional Learning Communities: The Work of Professional Development Schools," *Theory into Practice*, vol. 47, 2008, pp. 303-310).

Convener(s)/Leader(s): Cathy Lee T. Arcuino

Scholarly Biography(ies) of Convener(s)/Leader(s): Dr. Arcuino is Associate Vice Chancellor for Global Engagement. A native of Fresno, Calif., she holds a bachelor's degree in psychology from Loyola Marymount University, a master's degree in education from Framingham State College, and a doctoral degree in education and human resource studies from Colorado State University.

She is an alumna of the Peace Corps, volunteering in Kazakhstan, and has directed international programs at North Seattle College, Pittsburg State University, and Otero Junior College. In 2014, Dr. Arcuino was a Fulbright Scholar and participated in the International Education Administrators Seminar in Japan. Since 2007, Arcuino has been heavily involved with NAFSA: Association of International Educators, the world's largest nonprofit association dedicated to international education and exchange. She is a NAFSA Academy graduate, a member of the NAFSA Trainer Corps, and was the Region II academy coach in 2016. She currently holds the position on the Knowledge Community for International Student and Scholar Services leadership team as the leadership cultivation coordinator.

Sponsors and Partners: Autumn Lauzon, Emilia Bak, Brandy Brown and Hannah Baggott

Description of Shared Interest Group: This SIG partners faculty and administration in efforts to globalize teaching and learning, a high-impact practice.

Target Membership: Faculty who are interested in internationalizing their curriculum. This SIG will be a platform to share ideas and resources.

Expectations for Interaction, Collaboration, and Action:

1. We are honest with each other, as it is as dishonest to “put up” with something we do not agree with as it is to speak untruthfully. In all interactions, we temper honesty with tact and empathy.
2. In order to manage conflicts concerning the group’s work and activity, we will seek the counsel of each other, including our convener/leader, our sponsors and partners, and the TLC liaison.
3. We accept collective responsibility for the decisions of the group made in alignment with our expectations for collaboration and action, and we work together to advance these decisions collectively.
4. We maintain the confidentiality of all group discussions, refraining from articulating personal reservations or impressions of others that might be construed as gossip or sniping.
5. In discussion, we listen actively and attentively, ask for clarification when we are confused, challenge and critique ideas, not one another, and respectful ways; support our opinions with shared evidence; take responsibility for the quality of the discussion, building on one another’s comments; work toward shared understanding; speak from our own experiences, without generalizing; and acknowledge immediately any concerns we feel.
6. We believe that every voice deserves to be heard, even if we do not initially agree with the point of view being expressed, and we value others’ contributions to the group.
7. We each take on a fair share of the group’s work, collectively determining our division of labor, and we believe that experts and novices alike can fulfill the tasks we wish to achieve.

8. We will share in the work of keeping good records and hold ourselves responsible to them, referring to them in the course of our work and accessing them using our Google site.
9. We adhere to group deadlines, for the principle, “You can let yourself down, but it’s not OK to let the group down” underpins successful teamwork.
10. We accept that sometimes teamwork means that we will need to make personal needs and wishes subordinate to the goal of the group, and we affirm each other by acknowledging when we subordinate personal needs and wishes for the good of the whole.
11. We value creativity and off-the-wall ideas, and we seek a fair balance between progress and creativity.
12. We value and encourage each other even when—and because—the political landscape and special interests threaten to unglue us.
13. We commit ourselves to systematic working patterns in the interest of effective and productive group performance.
14. We consider ourselves a living body, and we reflect on our successes and shortcomings regularly so as to adjust for and enable greater accomplishment.

Goals and Objectives:

- Develop 1-2 examples of a class assignment/project that has a global focus that can be shared with the rest of campus.
- Each member will have one global project/activity to implement in their class.
- In spring 2020, invite a guest speaker from Colorado State University who will present to deans and faculty about curriculum internationalization.

Timeline:

- 2019-2020 Academic year

Communication Process:

- Email
- Phone
- In person

Strategy:

- Meet face-to-face twice a semester for 90 minutes each
- In between face-to-face meetings, email and phone correspondence when needed

Group Decisionmaking: N/A

Notes: N/A

Commitment to Accessibility: UNC Pembroke is committed to having an accessible campus for individuals with disabilities. To request information regarding accessibility, or for an accommodation under the Americans with Disabilities Act (ADA) please contact Scott Hicks at

910.775.4032 or scott.hicks@uncp.edu at least 10 business days prior to this event. A good faith effort will be made to provide accommodations for requests made less than 10 business days in advance.