

# ***Faculty as Global Learners: The Impact of Leading Study Away Programs***

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Integrating Global Learning with the University Experience:  
Higher-Impact Study Abroad and Domestic Off-Campus Study  
Center for Engaged Learning, Elon University

# Goals for Today's Session

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- Report faculty perceptions of how leading study abroad programs impacts their teaching, research, and service.
- Identify the forms of support that faculty at liberal arts colleges most value before, during, and after leading a SA/SA program (and what additional supports would be of most value to their teaching and learning).
- Share promising practices from your own campuses that support development, learning, and growth related to leading SA/SA programs.

# The Impetus for Our Study

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- At **liberal arts colleges**, faculty-led off-campus study away and study abroad (SA/SA) programs present high strategic value but entail institutional costs.
- We wanted to examine the impact of leading global programs on:
  - Faculty members' **teaching, research, service, and overall well-being**; and
  - Faculty members' **perceptions of student learning** in those programs.
- We wanted to make **recommendations to campuses** to (better) support faculty leaders.

# Research Methods

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## Survey 1 (Fall 2015)

Understanding faculty & student transformation in study abroad/study away programs at liberal arts institutions (n=223)

59 questions: demographic factors, institutional support, preparation, and outcomes for teaching, research, service, and attitudinal changes

## Survey 2 (Fall 2016)

Follow-up questions for faculty members who lead study away and study abroad at liberal arts institutions (n=72)

8 open-ended questions: global learning, critical incidents, institutional support, high-impact practices, pedagogy, assessment, and impact on faculty leader

**Sample:** 28 private liberal arts colleges participated (14 from the Associated Colleges of the Midwest; 13 Associated Colleges of the South; and Elon University).

# Most Common Participant Demographics

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53% were female

77% were tenured

59% were age 50 or older

83% identified as White

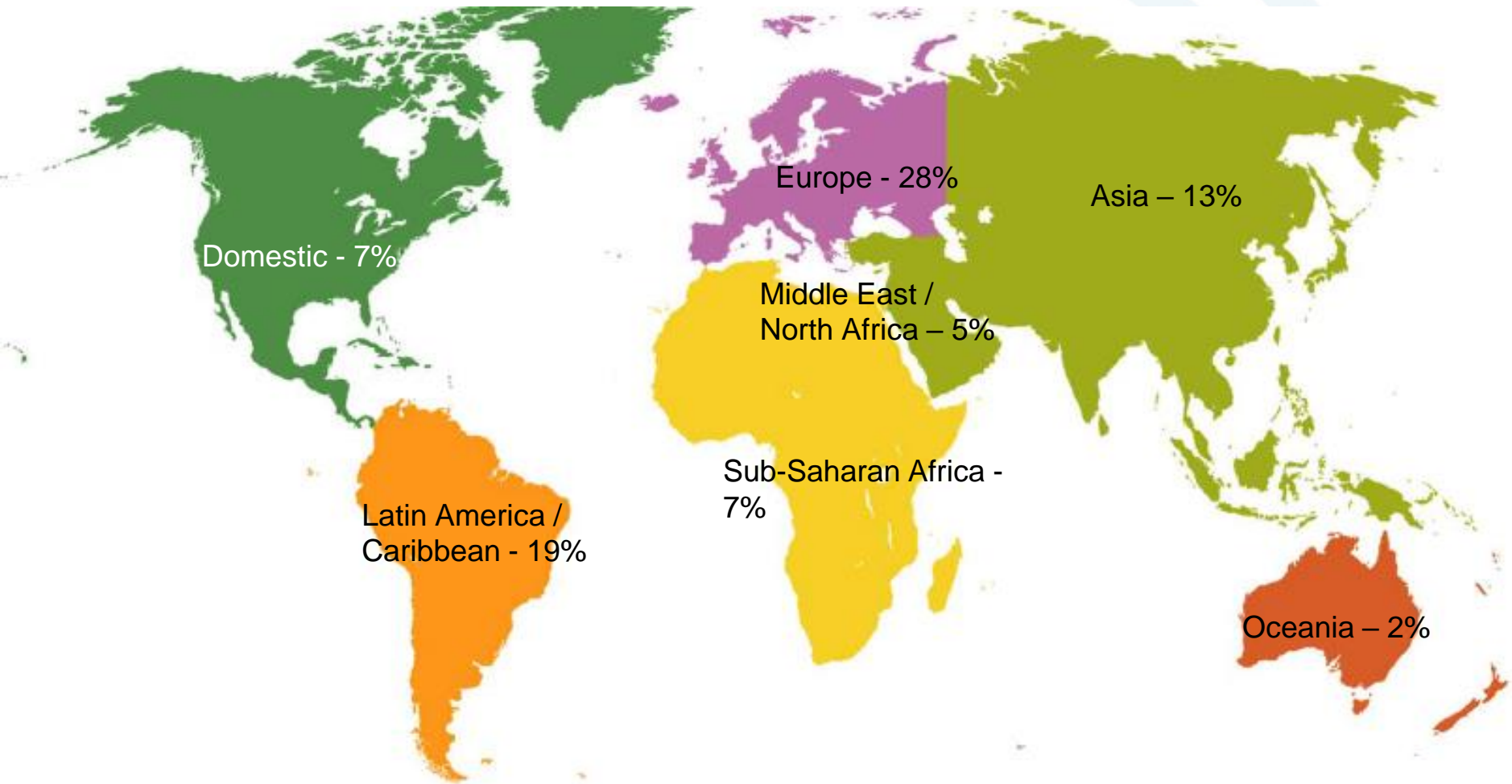
35% had children under age 18

A majority were born in the United States

39% taught in the arts & humanities

42% led programs 15-30 days in lengths

# Information on Programs Led



More than one region – 8%

Missing – 11%

**Five**  
Main Findings for  
Faculty,  
Administrators, &  
Researchers

# Headline #1

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Faculty members at liberal arts colleges reported benefitting from consistent, strong **institutional support** across the entire study away / study abroad experience (from proposal to re-entry).



# Institutional Support = Positive Feelings

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Participants who reported **high levels** of institutional support were more likely to experience **positive feelings** post-SA/SA ( $p=.05$ ):

- Institutional Support:
  - training, compensation, recognition, staff support
- Positive feelings:
  - eager to lead a different or the same SA/SA program
  - found SA/SA to be a worthwhile use of time and energy
  - felt more connected to the mission of their institution
  - improved relationships with colleagues
  - felt renewed or energized

## Headline #2

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Faculty who led study away / study abroad programs reported a variety of **positive changes** – including attitudes and behaviors.

# Faculty Narratives: Shifts in Learning

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- Pursue new research areas
- Develop a secondary expertise
- Become more interdisciplinary
- Develop intercultural and bilingual learning
- Improve problem solving
- Rethink assumptions

# Faculty Narratives: Attitudinal Shifts

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- Renewed interest/fueled work
- Intentionally seeking to teach to transform
- Happier, braver
- Greater spirituality, more empathy
- Deeper reflection on own identity
- Tackling global learning more aggressively

# Faculty Narratives: Behavioral Shifts

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- Increase flexibility as a teacher
- Identify as a more effective leader
- Contribute to global goals across the curriculum
- Become more modest, more realistic

## Headline #3

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Faculty reported that their institutions do not support the things they say they **value** in global learning.

# Perception of Institutional Values

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- **59%** believed “to a great extent” that “**Global learning** is a priority for my institution.”
- **22%** believed “to a great extent” that “**Supporting faculty** members who lead global programs is a priority for my institution.”

## Headline #4

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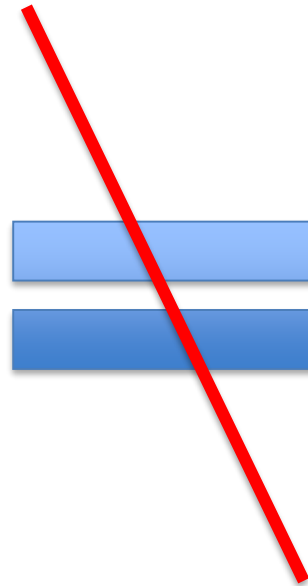
Demographic variables **were not** related to leaders' perceptions and reported impact on teaching, research, and service.



# No significant relationships ( $p=.05$ ) between these factors and behavioral and attitudinal outcomes:

## Factors

- Tenure Status
- Academic Rank
- Sex
- Marital Status
- Parental Status
- Program Destination
- Academic Discipline
- Amount of leadership responsibilities for Study Abroad Program



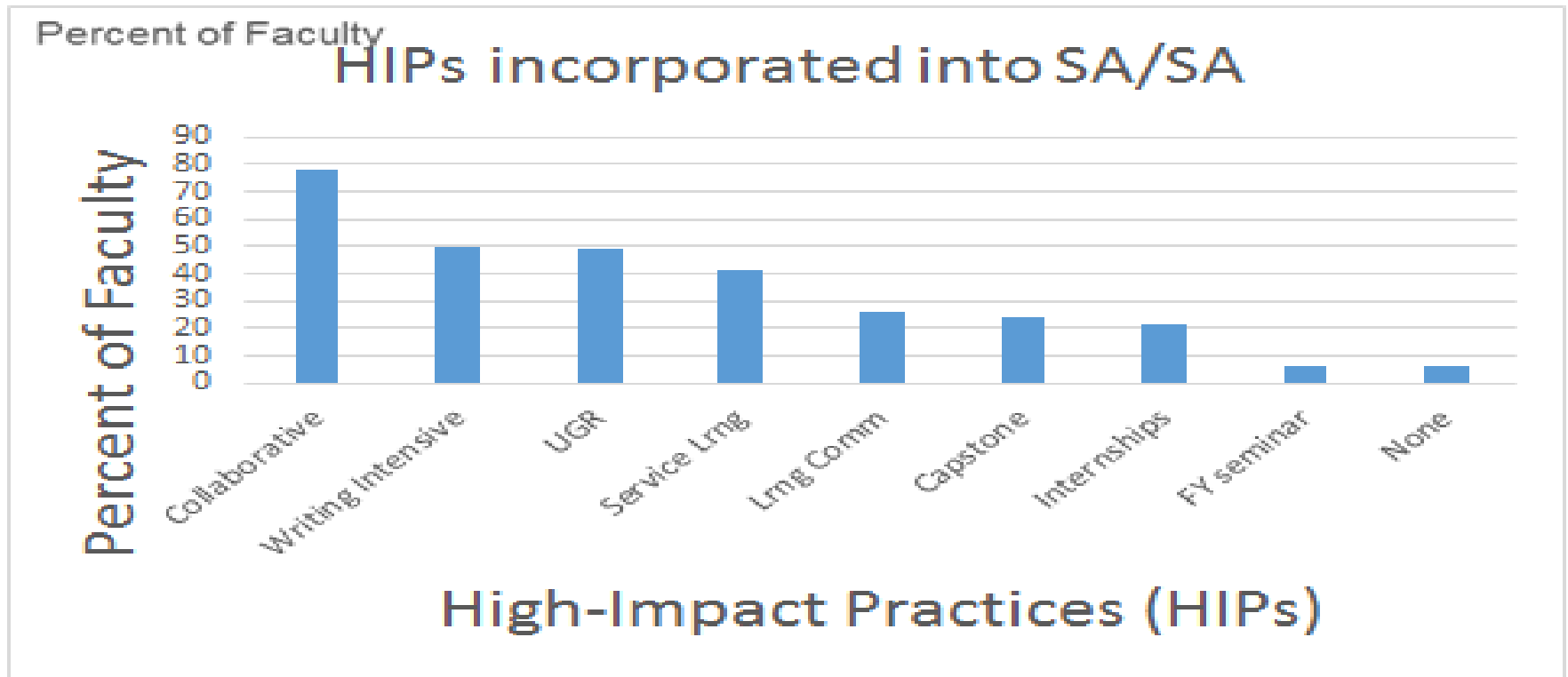
## Outcome Variables

- Teaching
- Research
- Service
- Positive Feelings
- Negative Feelings

## Headline #5

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Faculty members **integrated** many other recognized High Impact Practices (Kuh, 2008) into their SA/SA programs.



94% (n=64) of Survey II respondents reported that they incorporated **at least one other** High-Impact Practice (Kuh, 2008) into their (HIP) SA/SA program.

# Common HIP Combinations

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86 % of Survey II respondents reported that they incorporate **more than one HIP** into their pedagogy. Faculty who used two HIPs most commonly combined:

- collaborative work + writing
- collaborative work + service learning
- collaborative work + undergraduate research

(Kuh 2008)

# Discussion Questions

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- What are the implications of the findings regarding faculty development and institutional policies on your campus?
- How do your (personal) experiences leading study away and study abroad programs compare to the findings?
- How does your campus articulate the relationship between support for faculty global learning and support for student global learning?
- How do the findings of the survey challenge you to rethink your beliefs and assumptions about SA/SA?

# Select References

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