

Faculty as Global Learners:

Investigating the Experiences of Professors who Lead Study Abroad / Study Away Programs

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Presentation Overview

1. Overview of the project
2. Share findings and implications from the two-year study
3. Next Steps & Goals

The Impetus for Our Study

- 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

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

53% were female

77% were tenured

59% were age 50 or older

83% identified as White

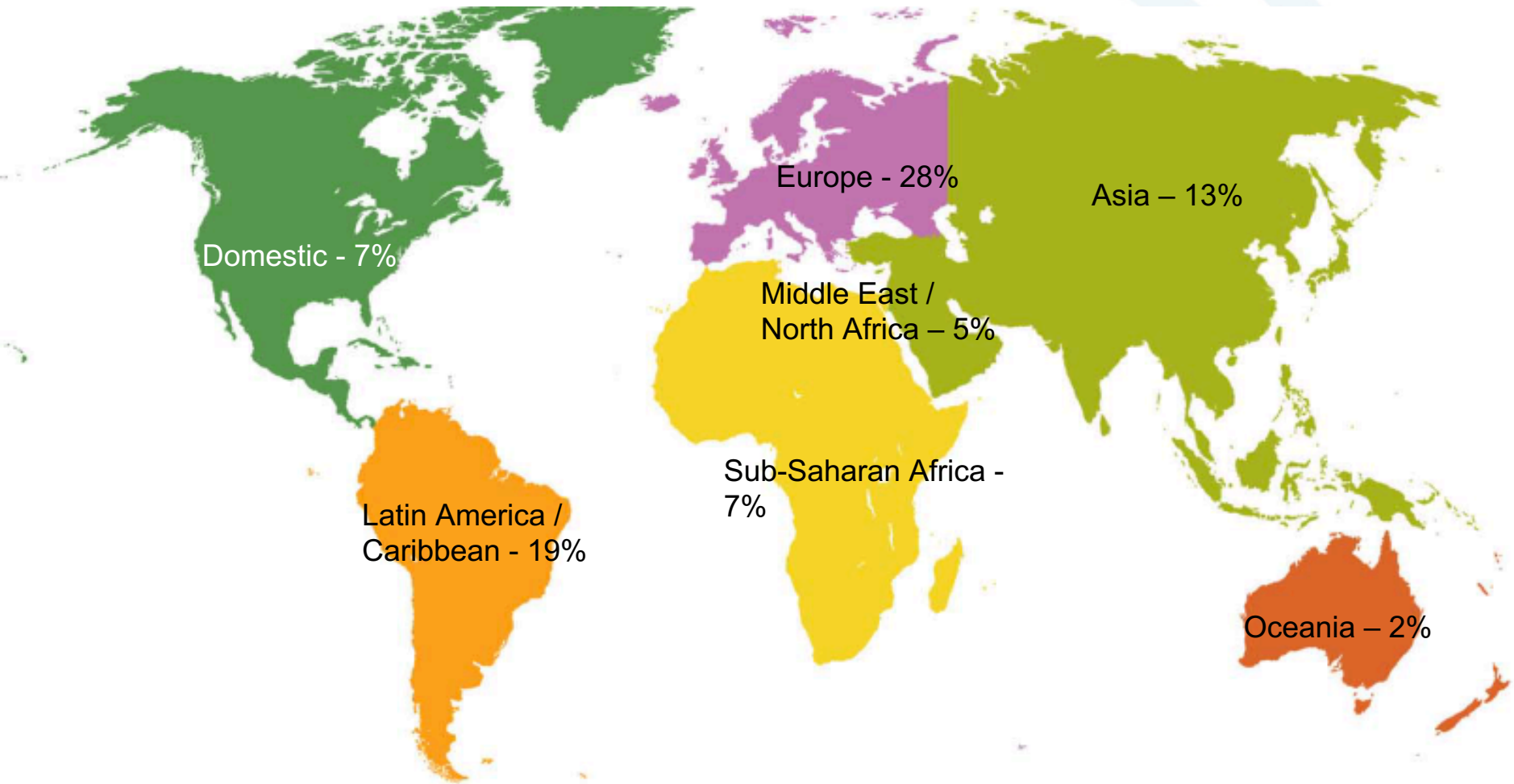
35% had children under age 18

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
Findings of
Interest for
Researchers &
Academic Leaders

Headline #1

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

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

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

Headline #3

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

Perception of Institutional Values

- **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.”

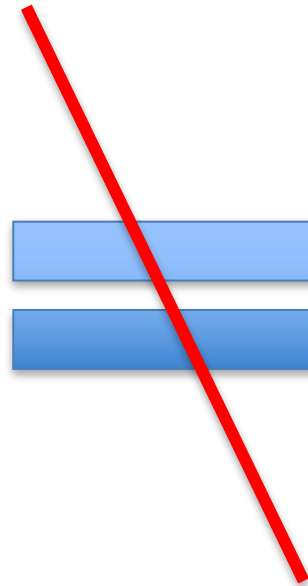
Headline #4

Proper support can help any (willing) faculty member successfully lead a SA/SA program at any point in their career.

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

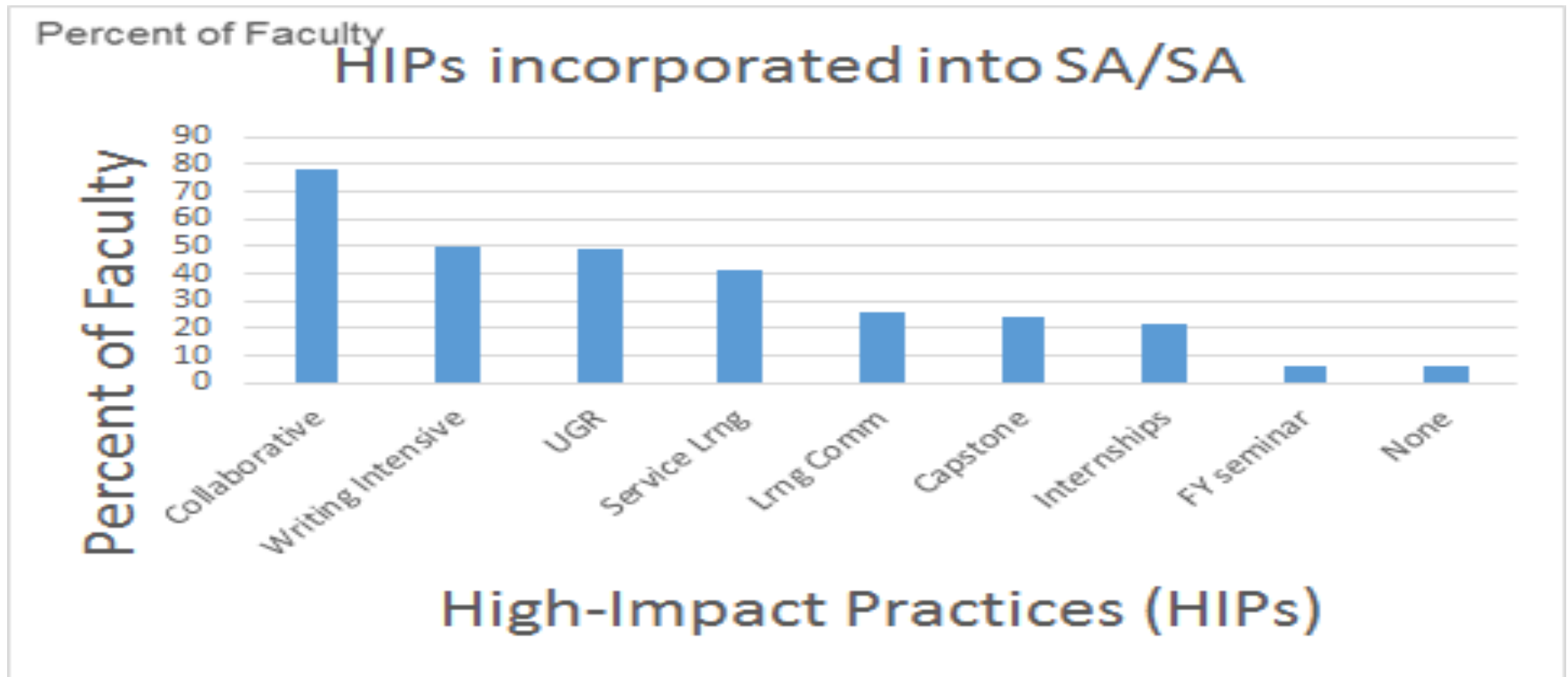


Outcome Variables

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

Headline #5

Faculty members **integrated** study away/study abroad with other recognized High Impact Practices (Kuh, 2008).



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

Next Steps & Project Goals

- Complete the data analysis
 - Link findings from Surveys 1 & 2
 - Complete the Qualitative Analysis
- Continue to share findings with scholars and practitioners – including through forthcoming publications affiliated with the Elon University Global Learning Seminar.
- Recommend policy and practices for colleges through White Papers and an AAC&U presentation

Select References

Ingram, E. (2014). Understanding “international”: faculty perspectives on study abroad and global studies education. ISU Ethnography of the University Initiative. Paper 7.
<http://ir.library.illinoisstate.edu/eui/7>

Kuh, G. D., & Schneider, C. G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

Contact Us

**Download our presentation here:
<http://tinyurl.com/facultygl>**

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