

Strategies to (Better) Support Off-Campus Study Leaders
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AAC&U Conference on Global Citizenship for Campus, Community, and Careers:
Crossing Borders and Boundaries
San Antonio, Texas
October 19, 2019

Strategy 1: Mind the Gaps²

- **59%** of faculty agree “to a great extent” that global learning is a priority at their institution vs. **22%** of faculty agree “to a great extent” that supporting faculty members who lead off-campus programs is an institutional priority³.
- Faculty development is less frequently reported than other activities as a top institutional priority for global learning and internationalization⁴:

| <i>Baccalaureate Institutions Reporting Internationalization Activities among Their Top Three Priorities</i> | | | | |
|--|--------------------------------|---------------------|--------------------------|---------------------|
| Recruiting international students | Increasing US student mobility | Partnerships abroad | Curriculum/co-curriculum | Faculty development |
| 63% | 63% | 45% | 43% | 22% |

- An increasing number of baccalaureate institutions place a high value on global learning and internationalization, but the majority have not invested in strategic faculty hiring, review, and development⁴:
 - **6%** report that they frequently hire faculty with international background, experience, or interests in fields that are not explicitly international/global.
 - **93%** do not specify international work or experience as considerations in faculty promotion and tenure decisions.
- Despite inconsistent or incomplete support from their institutions, many faculty report positive professional and personal impacts of leading off-campus study programs⁵.

Strategy 2: Synergistically Support Faculty Leaders of Off-Campus Study Programs^{5,6}

- Explicitly align strategic global learning goals with faculty development programming and recognize the impact of those goals on faculty members’ professional and personal well-being.
- Employ the concept of “horizontal alignment” – clear, consistent, and mutually reinforcing policies between faculty work and faculty lives⁷ – to meet instructors’ immediate needs before, during, and after an off-campus study program. Provosts, deans, and other academic leaders can work together to:
 - Provide resources:
 - program development travel allowances to enable instructors to meet with site partners in advance.
 - an off-campus study office and professional development of off-campus study staff.
 - administrative support for tasks such as student recruitment and reconciling expense reports.
 - partnerships and consortium relationships to achieve sustainable off-campus study programs.
 - Support faculty leaders of off-campus programs:
 - new or expanded areas of research that build on off-campus program experiences.

- customized approaches for diverse early, mid-career, and senior scholars, as well as Baby Boomers, Gen Xers, and a forthcoming wave of Millennial faculty members.
- assurance for early-career faculty and faculty who are underrepresented that teaching a short-term off-campus program is valued by their department and institution.
- recognition of this work in general and the HIPs that are frequently incorporated into off-campus programs.

Strategy 3: Initiate On-Campus Dialogues about Off-Campus Global Learning

- Explicitly discuss the status and place of global learning as a high-impact practice.
- Build bridges across disciplines.
- Affirm the place of diversity and inclusion.
- Discuss and coordinate the change process itself.

Questions to frame and inform this important work include:

1. What roles do administrators, faculty, and professional staff play in determining campus priorities and policies related to off-campus study and study abroad? What structures ensure open lines of communication, shared governance, and effective decision-making?
2. How might you begin a process to ensure that global learning and participation in off-campus study programs are given appropriate weight in criteria for hiring, performance reviews, and tenure and promotion decisions? How much should these contributions “count” relative to other worthy activities (e.g., publications, mentoring student research, committee service)? How might a synergistic mindset enable you to regard off-campus study as an avenue for enhancing these other significant areas?
3. How can you leverage our alumni and parent networks, donors, and other potential partners to achieve your goals related to internationalization and global learning?
4. Who else needs to be “at the table” to elevate the status and place of global learning at your college?
5. How will you determine whether your off-campus study programs are accessible and inclusive?
6. What is the legacy you seek to create for a new generation of global learners?

Notes

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²Gillespie, J., Glasco, S., Gross, D., Jasinski, L., & Layne, P. (in press). #FacultyMatter: Faculty support and interventions integrated into global learning. In N. Namaste, A. Sturgill, M. Vande Berg, & N. Sobania (Eds.), *Mind the Gap*. Sterling, VA: Stylus.

³Gillespie, J., Glasco, S., Gross, D., Jasinski, L., & Layne, P. (2017). Faculty as global learners: Enhancing the transformative impact of leading off-campus study programs. Paper presented at Forum on Education Abroad Annual Conference.

⁴Helms, R. M. & Brajkovic, L. (2017). *Mapping Internationalization on U.S. Campuses — 2017 Edition*. Washington, DC: American Council on Education.

⁵Gillespie, J., Jasinski, L., & Gross, D. (in press). *Faculty as global learners: Off-campus study at liberal arts colleges*. Ann Arbor, MI: Lever Press.

⁶Gross, D., & Gillespie, J. (April 8, 2019). Invest strategically in faculty leaders to achieve institutional global learning goals, *The ACAD Leader*, <https://acad.org/newsletter>.

⁷Baker, V. L., Lunsford, L. G., & Pifer, M. J. (2017). *Developing faculty in liberal arts colleges: Aligning individual needs and organizational goals*. New Brunswick, NJ: Rutgers University Press.