

Faculty Participation in Global Learning

Survey results



Tenure and Promotion

Global learning/engagement is not specifically included in T & P

Can be seen as enhancement to teaching, research or service

Less likely to be considered at community and technical colleges

> 5 said it is looked on favorably

Financial and other incentives

Most said available faculty PD funds could be used for global learning activities

Only University Centers said they have some funding for faculty to develop study abroad programs

Some University Colleges have funds that can be used for international research

Several mentioned additional support for COIL PD for faculty

Barriers - sector specific

CC: Heavy teaching loads, high numbers of adjuncts, no campus leadership for global affairs

TC: Not part of core identity or disciplines, rural locations means less interest in global issues

UCenters: Perception that time is better spent on research and grants

UColleges: Time/teaching loads, hard to get information to faculty because of departmental silos

Barriers - common to all

Finances

Time and effort - this is “one more thing”

Not seen as an institutional priority; leadership is not engaged

Not seen as advancing careers

Lack of understanding of COIL/VE pedagogy and how it enhances classes

Faculty are unaware of opportunities for themselves or students

How have 2020 events impacted faculty involvement?

Shifting focus to virtual opportunities for global learning; increased realization of the value of COIL, virtual internships, and other forms of virtual global learning

Heightened focus on racial equity and justice in all programming, including global experiences and virtual; financial inequities have been made clearer and need to be addressed with regard to social justice

Prompting a reconsideration of many things, including institutional priorities and processes