

DePaul University, Chicago, Illinois

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DePaul is a relatively large private university located in Chicago, Illinois. Forward looking leadership at DePaul decided that if global engagement and online learning were within the portfolio of one team member, this could create new synergies. In 2010, I was appointed to such a position.

Project Begins 2012-13

COIL came to my attention in 2010-11 through multiple conferences where Jon Rubin and Rosina Chia spoke about their respective experiences at the SUNY COIL Center and with East Carolina University's Global Connections Program. Then, in 2012, a faculty member from our English department reached out to me with the idea of a collaboration with a colleague at the University of Birmingham, for a graduate course on non-fiction creative writing: students would produce written pieces individually, exchange them with an editing partner on the other side of the Atlantic, and experience being edited by a stranger with different linguistic style and framework. This meeting indicated to me that there was an opportunity to start a coherent, institution-wide COIL initiative.

Planning and Main Ideas of Global Learning Experience (GLE)

The first steps taken were conversations with the Director of our Faculty Instructional Technology Services (FITS) and the Assistant Vice President for Global Engagement to test the initiative's feasibility. The FITS director identified two instructional designers, who were tapped as the leads for the project and were sent to the 2013 SUNY COIL conference. After that, we cemented the main ideas of the initiative, branded as Global Learning Experience (GLE):

- a structured faculty development program, with financial incentives to expose faculty to both the technological and pedagogical aspects of COIL;
- individualized instructional design support for participating faculty;
- formal involvement of a committee of faculty with representation of all the 10 Colleges and Schools, which was tasked with reviewing formal proposals for COIL courses; and
- a flexible approach to course design, leaving faculty free to structure COIL activities for a portion of a term, not necessarily for the entire duration of the class.

Organization and Launch

The initiative was finalized and formally launched in Fall 2013 with an inaugural workshop. Since Fall 2013 we have run two sessions of the program a year. The curriculum, duration, and format has evolved organically and is now based on a team of three staff members: the Director of Faculty Development within FITS who oversees the program and the curriculum (25% time); a senior Instructional Technology Consultant (ITC) who is the main program facilitator (70% time); and the Assistant Director for Global Engagement and Online Learning who facilitates access to our network of partners, coordinates the assessment and scheduling of COIL courses, and maintains communication with all faculty engaged in COIL activities (30% time).

Outcomes and Objectives

The initiative has been received very positively by faculty and we anticipate continued growth. To date (March 2017) more than 100 faculty members have participated in the faculty development programs, 34 formal proposals for COIL-GLE courses with 18 different partner institutions were submitted, 21 of which were funded. Since inception, we have offered 37 courses with GLE components. Nine courses ran in Fall 2016-17, three courses ran in winter 2017, and four are planned for Spring 2017. We would like to offer 20 courses a year. Most courses developed to date are at the undergraduate level, with some exceptions within graduate programs housed in our English Department and in our School of Public Service. Disciplines involved in COIL-GLE include: Anthropology, Communication, Community Service Studies, Computer Science, Digital Cinema, English, Education, First Year Seminar, Health Sciences, Hospitality Leadership, Information Systems, Management, Modern Languages, Nursing, Political Science, Public Service Management, University Internship Program.

Support

Funded proposals receive \$3500 as reimbursement for travel and expenses. Faculty who successfully repeat the same GLE course in successive quarters may receive additional stipends of \$500 for up to three iterations, for total funding of \$5000

Often, faculty come to the program with a specific partner in mind. In other cases, we facilitate the search for a partner among institutions with which we have existing relationships.

Modalities that Intersect GLEs and Study Abroad

We have developed two modalities that intersect GLEs and study abroad: 1. Incorporating a GLE into an existing short-term faculty-led study abroad program; 2. Creating a new study abroad program as a follow up to a GLE course. We have also had students from GLE partner institutions visit us in Chicago.

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