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Exploring Partnerships Between Embedded Providers and Faculty-Led

Study Abroad Program Directors

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ABSTRACT

This research reveals the sentiments of faculty about the perceived support structures

and barriers in place for them to develop new international education outbound student

mobility programs on US campuses with third party providers embedded within the

education abroad office. This increasingly attractive partnership model is unique in the

field for the multitudinous collaboration that it employs. Data was collected through

three separate surveys and a series of interviews. The sample totaled 26 faculty and

over 330 students responding to the surveys and an additional fifteen faculty

interviewees, the research suggests establishing some tools and venues for faculty and

international education staff to better engage cooperatively in the process of campus

internationalization.

Keywords: faculty engagement, education abroad, collaboration, internationalization

Introduction

Serving a US higher education institution from an outsider's perspective is a

privilege. Increasingly, third-party study and intern abroad program providers are

being sought out to augment the education abroad advising services of international

education programs offices around the country both on large, public university

campuses and at small, private institutions. They often simply require the additional

staff for which there are limited institutional funds. Other times, they require specific

services pertaining to education abroad, such as a comprehensive marketing strategy,

risk management and safety protocols, policies and plans or other such similar

processes. Changes in upper-level administration may bring on new strategic

initiatives to be carried out by all facets of the university community, thus catalyzing a

shift in the allocation of resources and priorities.

While these strategic initiatives are an important catalyst for internationalization,

Sutton and Bergerson (2001) conclude that:

It long has been assumed, or perhaps idealized, that faculty care little for

financial extrinsic reward but are more concerned with implicit rewards, such as

living the intellectual life and educating students. A casual review of the

scholarly literature on faculty compensation, however, convinces a reader that

the conventional wisdom may be incorrect and probably unrealistic. (p. 67)

Such an assessment of the need to fortify the study abroad advising capacity at

the institution that serves as my current base was summarized and delivered to faculty

and upper administrators. The existing relationship between my employer and the

newly-added director of international education led to the proposition of bringing a

third-party provider onto campus to alleviate some of that burden. In some cases, the

provider is a standalone office for education abroad within a larger unit. Sometimes it

is the only entity representing the interests of international education on a given

campus.

In this instance, however, the provider was open to the idea of masking their on-

campus presence by not openly portraying the position as one that is strictly business-

oriented. There was some programming in the office and at the institution that

required a particular blending of roles, so the organization name goes unused and I

make use of a campus email address and job title. As such, until faculty begin to work

with our office to devise a program and learn that I represent the third-party through

which they receive an initial program proposal, many faculty may not even realize that

the embedded-provider relationship has been exploited at our institution.

Still, I see the bulk of the advising being done geared toward short-term faculty-

led programs. While someone in an embedded provider position would normally be

obligated to add themselves into the mix of discussions with program directors, there

are institutions where campus culture can sometimes be overly conscious of power

distances. Directors of study abroad programs may simply feel more comfortable

meeting with other people at the directorate level. With little engagement between an

embedded provider and the leaders of the programs on which the majority of advising

is done, there will likely be a substantial disconnect that can lead to hindrances in the

processes of carrying out successful partnerships.

As these new types of partnerships between public and private institutions of higher education and the business sector of education abroad begin to solidify, directors of international education or chief international officers must begin to find, at first, piecemeal and then ever increasingly more meaningful ways of incorporating that collaboration into deliberations with faculty. The provider may be called upon to workshop with faculty ways in which they could effectively market their programs. At times, this can be the steepest of hills to climb for a faculty member, as not all may be use to the idea of having to "sell" their classes. Some program directors may, in fact, disengage right there. Others may buy in and make attempts to bolster the promotion of their programs.

The research will show that the level of ownership faculty take of the captive audience of students that already exists in their classes everyday and what they do to capitalize on their agency in those circumstances is crucial to the success of a program. Students overwhelmingly stated that they turn to international education as a viable option because they were directed to a specific program by one of their faculty or advisors. Yet at times, even the most fervent faculty may ask the international education office to step into classrooms, both theirs and colleagues, to do presentations only while they are away at conferences or for other similar functions. It should be clear that the education abroad staff are experts on the benefits of an international experience, the machinations of a good program, and the many program elements of a faculty-led program, yet if there is an entire culture to change, it is helpful when those messages comes from more than just one source.

And so engaging faculty in the value-adding process of internationalizing

campus and instilling those values into students should be the mission of embedded

providers. Institutions are benefitted by this model in myriad ways. First, in the highly

politicized world of educational funding, both public and private institutions will enjoy

the cost-sharing aspect of the embedded-provider model. Institutions with existing

international programs offices, too, will see that the efficient, results-oriented, yet

conscious of campus culture approach can easily blend into their current efforts on

campus. Lastly, these will be professionals constantly attuned to not only the best

practices of the field, but also the latest trends in strategizing marketing plans,

nurturing business and academic relationships and innovative approaches to

internationalization.

As I began discussing different models of faculty-led program proposal

construction and support with my colleagues on other campuses, I perceived a lack of

diversity in the types of incentives that U.S. higher education institutions offer to

faculty that lead short-term courses abroad. On the campuses that I drew data from,

some mention of international education or global engagement could be found in a

mission or vision statement, or at least within the top initiatives for each institution. At

the time of program proposal, the faculty director's salary and other monetary

compensation for leading a program may appear to be the primary concerns due to the

pressures of mitigating any financial losses for the institution or unnecessary burden on

students. Some may even venture to question how the intrinsic benefit of leading

students abroad and having the travel paid for could not be sufficient motivation.

However, those were not the questions that needed answered, given the lack of

engagement of our faculty in the process. My primary concern was to take a deep dive

into why faculty even propose to lead a program abroad in the first place, when little

recognition is actually procured from such an activity and to take an emic approach to

understanding their perspective.

The research question that guided me is: *How can international education*

administrators help inspire faculty to identify ways to advocate for the recognition of their work

where it concerns the implementation of institutional priorities regarding international

education and global engagement? In asking this question, my hope was that I would hear

positive inherent motivations for leading international programs and teaching global

courses, but also that more tangible hindrances than helpful facilitators would arise in

terms of incentives and motivators. If that were so, then I could utilize faculty feedback

to address the aforementioned problem of a lack in the diversity of incentives and offer

some strategies to enable broader campus-wide advocacy for international education,

pairing the skills and resources available to an embedded provider with the skills and

effectiveness of faculty.

Of course, proposing, building and promoting for a program are much more

work than developing a course and a syllabus and having students enroll. The research

began with the simple recognition that the field of international educators, likely even

more so in the case of embedded providers, involved in student mobility is too

frequently overly concerned with the numbers game. Whether inbound or outbound

programs, the ultimate concern is the bottom line. And what a stressor it is when that

bottom line is not met! It soon became clear to me that many faculty directors are not

motivated in the least by the prospect of having to promote their programs in order to

fill enrollment goals; so rarely are there cases of building a program that fills simply by

virtue of its existence.

The research set out to learn what faculty considered to be the main support

structures in place for them to propose a short-term international mobility program and

how we might bolster those structures. Did they have particular colleagues upon

whom they could consistently rely in program promotion? Was there an experienced

faculty-led program director that acted as mentor and to whom they frequently turned

in building their program? Consider tenure; often dreamt of, seldom achieved.

Building facets of international education into all levels of the tenure code so that in

annual reviews, it would behoove faculty who propose international education

initiatives student mobility programs, even if unsuccessfully marketed, to keep an

active log of those activities. If international education is not clearly stated among the

suggested evaluative criteria for faculty and there is pressure on faculty members from

fellow faculty and senior administrators to maintain a certain standard of output or

engagement in scholarship, the entire university community stands to lose. Faculty

would always prioritize singular publications on their US campus over any sort of

international activity, thereby leading to a decrease in the 21st century skills that the

institution imparts on its students. International educators can work to pair the

expertise and past experience of faculty with areas of the world with which students are

eager to engage. Professional conferences, too, might be the perfect bookend or lead-in

to a program abroad, closely linked to the academic field of interest of faculty directors.

In academia, each department and, in fact, each faculty mentor-mentee

relationship, has its own peculiar balance of policy and politics regarding the best

approach to gaining tenure. Faculty at some institutions may have carte blanche in

proposing new programs, with little involvement in the process of reviewing those

programs for academic integrity beyond a meeting with the director of international

education to discuss course syllabi. Very little, if anything at all, may exist in the way of

mentorship.

As asserted by Robin Melavalin in Janet Hulstrand's 2013 article, "some

institutions are now including international activities in promotion and tenure reviews,

which has been encouraged for years by IIE and ACE as important recognition for the

extra effort involved [in faculty-led programs]" (p. 40). If this recommendation has

existed for years, how, then, should education abroad practitioners and administrators

plan for, build, and augment their portfolios of incentive packages for and relationships

with faculty-led program directors? I propose a framework for assessing existing

partnerships between study abroad professionals and faculty to advocate for

institutionalized internationalization. Deardorff's (2009) model for acquiring

intercultural competence points out three key elements; attitudes, knowledge and

comprehension, and skills. It is by shoring up faculty with supportive attitudes,

offering up opportunities to acquire new skills to faculty, and listening for knowledge

and comprehension that education abroad professionals can capitalize as they forge

stronger partnerships that are consistent with campus culture and initiatives.

Literature Review

In reviewing the literature on this and similar topics, it is clear that transparent

internal communications are key to successful program proposals. Much attention has

been given to laying the foundation for international education within the many silos of

academia and recent work has begun to transform the discussion in a shift to

comprehensive views of the US higher education institution. I have chosen to break

down the literature in a thematic way to discuss major contributions, flaws, gaps and

inconsistencies in methodology, research and theory as well as any issues for further

study. Of all the themes that shown through, I have outlined the ones poignant to this

study below.

Prioritizing International Education

While institutional priorities have begun to shift and about half of US higher

education institutions now include international education in their mission statements,

there remains a disconnect in the relative proportion of institutional resources and

recognition that internationalization receives as compared to the value that it adds to

those institutions (Forum, 2016). In fact, in a 2013 study on the campus of the College of

William and Mary, Eddy et al pointed out that 249 "faculty participants suggested that

this espoused priority of the College was not reflected in its actions and funding

decisions" and "faculty saw international activity as fragmented and uncoordinated"

(p. 43-44). One of their major concerns was the lack of a reward system for faculty that

engage in international education.

Since many faculty will understandably view tenure as the ultimate goal, they

may wait until receiving tenure to become involved in international education. Perhaps

by then, there is little to be done to help such faculty find ways to initiate any

engagement with internationalization into their research and teaching, as they may

already be entrenched in certain methods of pedagogical practice. To revisit

Deardorff's concept of utilizing faculty attitudes to facilitate intercultural competence,

Carpenter and Lanoux (2016) comment on the potential for latent inhibitions on the part

of faculty:

> While initiatives led solely by administrators can evoke reactions of skepticism
>
> among faculty (especially when they are directed at creating greater efficiencies
>
> and cutting costs), faculty involvement demonstrates an investment in
>
> institutional change from below. Indeed, one could argue that the only way to
>
> address institutional inertia in higher education is to engage faculty.

The suggestions of the College of William and Mary study's respondents could

be quite useful for education abroad administrators. They said "adding an item to the

tenure guidelines, providing extra publishing time for those who participate in

international research, and supporting new faculty in the integration of international

perspectives into their teaching and research" could be used as potential workaround

strategies to the issue of recognition of faculty engagement in international education

(Eddy et al., 2013, p. 45). Education abroad staff are already doing collaborative

workshops on the most effective ways to negotiate and present an international

experience to potential employers for their students; it is a simple redirect to a different

audience in order to implement a similar approach for collaborating with faculty on

campuses where recognizing of internationalization has not yet permeated into tenure

review boards.

Similarly, Lucas (2009) posits, "Considering these parallels, one way to address

faculty barriers is to apply student development theories to faculty development" (p. 1).

International education offices have the capacity to identify new junior faculty members

and assist them in distinguishing their teaching and research with international

perspectives. Directors may also be able to offer some support in helping faculty find

appropriate avenues to negotiate for extra publishing time or interject the conversation

and advocacy of global engagement into faculty circles. Not so different from students,

cost can be a real concern for faculty. Less so in real terms but with regard to the

opportunity cost of spending even a brief period away from the home institution.

Suggestions for such support are discussed further in the section below on training and

support.

The College of William and Mary study does little to move into clearly actionable

strategies for education abroad professionals. It does highlight some key ways in which

individual faculty might enhance their level of engagement in international education.

There are a number of fruitful findings from the study that merit further study, though.

The most intriguing of these includes the large percentage (54%) of faculty members at

such a pervasively internationalized institution who considered the departmental

incentives to be inadequate. It is admittedly a very brief article, but the authors, for the

most part, have simply presented their data and left it to the numbers to suggest ways

forward with this knowledge.

In their article, Carpenter and Lanoux (2016) implement clever turns of phrase

required to capture the imagination of practitioners, further describing the boundaries

between operational spheres of academia as "national borders". While the topic of

faculty-driven internationalization certainly touches on forging partnerships, the

authors also point out some of the barriers that faculty may face in building these

initiatives. Ultimately, the authors present the perspective of small, liberal arts colleges,

taking partial ownership of internationalization alongside upper-level administration

and placing the bulk of the onus on administrative offices and staff to atone for any

demonstrated disjointedness.

Budgeting & Compensation

Diamond (as cited in Sutton and Bergerson, 2001) argued that "Disparity

between an institution's mission statement and its reward system (what is says and

what it does) undercuts the effectiveness of each: If these goals are to be reached, the

institution must reward behaviors that best support its mission" (p. 64). Indeed,

understanding the idiosyncrasies of faculty attitudes, skills and knowledge across

academic fields will be difficult if they

Additionally, faculty are driven by their scholarly endeavors, teaching and

research. It follows that if international reach, global engagement or, best of all,

international education has been included in an increasing number of institutions'

mission statements, an increasing number of faculty evincing activity in these realms

across all areas of scholarly activity ought to be seeing increasing rewards because of

the pivotal role they play in driving the field and our institutions forward.

Another resource that mentions budgeting is Dessoff's article on cost in

education abroad. He describes several different institutions' enrollment thresholds for

sustaining new programs; most frequently it is ten. If an office is self-sustaining and

must fund all their activities and salaries, the added pressure to attain the right amount

of students in order for a study abroad program to make is one that could negatively

affect the way faculty and study abroad staff approach preparations for their course

(2006, p. 26). The discourse shows that the balance between the effect of enrollment on

program budgets and the academic integrity of a program is a source of concern to chief

international officers.

Lastly, in the *Academic Administrator's Guide to Budgets and Financial Management*,

Barr (2001) points out that academic managers may frequently be juggling several

budgets at any one given point in time. This necessitates considerations for the multiple

levels of support needed in controlling the cashflows of large programmatic budgets. A

faculty director may simultaneously have to listen to new requests for unplanned uses

of funds, to lobby the international education office for increases to a budget, and to

correct mistakes in the documentation of program expenditures.

With regard to budgeting assistance and compensation, there were large gaps in

the literature on the readiness of faculty to take ownership over their program budget.

In future research, it would be intriguing to see case studies of faculty-led program

directors who are also budget managers within their particular academic units with

regard to how well they administer the process of proposing an education abroad

program budget. This study extends the body of literature in that it draws attention to

discrepancies in faculty estimations of students' barriers to study abroad, primarily

cost. Another opportunity for additional studies would be a longitudinal snapshot of

students having acquired particular types of funding to realize their study abroad

program potential and how the source of funding has affected their success throughout

the rest of their student life and early portions of their professional careers.

Learning Partnerships Model

Magolda and King (2004) developed a classification of learning called the

Learning Partnerships Model (LPM). It emphasizes the direction and flow of power

transfer from educator to learner, so the main goal of the LPM is to foster an increased

engagement with instruction and ownership over learning development (see Appendix

D). Other tenets of the model include respect, collaboration, focusing on intricate

solutions, and cultivating and sharing personal agency. It is my contention that the

same "tandem bicycle metaphor" can be used in the context of international education

administrators and the faculty that they support (p. 217). In this instance, it would be

the faculty taking the driver seat while education abroad practitioners do their best to

implement the model's methods for promoting self-authorship and learning, guiding

faculty to best practices and challenging them to advocate for recognition of their

contributions to international education and curricular innovation. At the same time,

staff engaging in the LPM with their faculty must recognize the woes and garner the

support of uncooperative faculty by engaging in resource sharing and by empowering

them to solve mutual problems through constructivist instruction.

Magolda's seminal conception of self-authorship theory as the LPM led to a

number of practical contexts within which those tenets could be carried out. With

regard to the self-authorship in students that the LPM encourages, Wildman (2007)

explains that "In a sense, the shape and pace of their development is dependent on the

shape and pace of [faculty and staff] development" (p. 16). If students are being asked

to go through experiential learning environments, then the value of and skills for

facilitating those environments must already be inherent in practitioners' everyday

employ. Utilizing theoretical models such as the LPM to further the practical impact of

international education's influence on students should drive the interactions between

faculty and staff; learning is always a two-way process.

Wildman (2007) continues:

The initial step is to have the novice engage the desired teaching practice in a

supportive environment (activity setting), where more capable peers or mentors

can provide the assistance needed to negotiate the task at hand. In this context of

assisted activity, the novice may be asked to perform routines or activities

beyond his or her current repertoires and perhaps discrepant from existing

beliefs. Over time, the assistance provided by others is replaced by self-guidance

and inner speech. (p. 27)

More on how to partner faculty "novices" with mentors will follow in the conclusions.

Process Model of Intercultural Competence

The historical foundation of this model is rooted in the complexities involved in defining and completing assessment of intercultural competence. Deardorff and colleagues took measure of the intercultural assessment methods in place at institutions across the US. Those were then put in front of a panel of experts to see which methods they agreed were important. The 2006 study notes that, "As with the pyramid model, the attitudinal element in this process model is the most critical, and as such, attitudes are indicated as the starting point in this cycle" (p. 257). The author also emphasizes the importance of interpersonal interaction and the cyclical nature of consistently needing to return to one's attitudes after orienting both internal and external outcomes through knowledge and comprehension (see Appendix E).

This model is particularly useful in preparing first-time faculty for work in international education. It must be considered that there is a sizeable need for the administrative support of education abroad practitioners in the marketing, budgeting, logistics, and even program development at the outset, in order to allow first-time faculty the freedom to focus on their academics. Whether their academics include traveling abroad with students, doing research, attending an international conference or conducting a site visit, their experience will be much more enriching and impactful if they have less logistical or bureaucratic burden to shoulder. They will then be better prepared to showcase their learning and development with their students upon return.

Yet another implementation of Deardorff's process model of intercultural competency is in the understanding of differing institutional cultures and academic norms. Even a small, liberal arts institution can be a breeding ground for

epistemological clashes between academic disciplines. Acknowledgement of the

implications of how this will affect the various impressions international education staff

leave on faculty could be a simple key to building and maintaining lasting,

collaborative educational endeavors.

Training and Support

According to the 2015 State of the Field Survey Report by the Forum on

Education Abroad, half of US institutions utilized the *Standards of Good Practice* to train

faculty in some capacity while only 28 percent of US-based program providers

responded in kind. However, in that same report just bachelor's degree only granting

public institutions, US-based program providers and overseas hosts and program

providers had more average student participants on program types other than faculty-

led short-term programs. These institution types represent a mere eighteen percent of

the responding institution sample. At those other institution types where students

attending short-term faculty-led programs represent the plurality of students going

abroad, the mean percentage of students attending said programs was nearly half. This

pronounced gap in the average participation rates of students on short-term faculty-led

programs and the use of field guidelines such as the *Standards of Good Practice* to train

faculty directors is a major issue pertinent to future study.

As a field that represents the increasingly common strategic initiative of many

institutions' mission statements to increase international education efforts, there ought

to be a much larger focus on training faculty according to industry guidelines. Of

course, not all faculty that contribute to internationalization on campus are directors of

short-term faculty-led education abroad programs. But if one considers the mean

percentage of students attending any type of faculty-led program across all institution

types, the gap is even more drastically pronounced, at 46 percent compared to 39

percent on short-term faculty-led programs.

The report goes on to say that there are some program types that take place

abroad, but that are not classified as education abroad:

One data point of note is that 42 percent of institutions offer or approve

opportunities where faculty take students abroad for coursework that is not

formally approved as education abroad programs. This may be significant

because it suggests that a relatively large number of institutions are not fully

vetting all aspects of overseas study. Future inquiries should thus focus on

exploring these informal faculty-led sojourns. (p. 21)

Janet Hulstrand (2015) also mentions in her recent article in International

Educator that faculty and administrators should "work together in ways that are truly

collaborative and mutually respectful and supportive" (p. 62). It is certainly

understandable for faculty to see education abroad administrators as travel experts and

thus attempt to leave the entirety of the itinerary planning for their programs to them.

However, as Hulstrand points out, IE professionals cannot also be experts in the specific

academic fields of all the faculty they support and can easily overlook important

elements of a syllabus in building a program. Similarly, while faculty have the capacity

to assume the load of managing all aspects of their program, they should not burden

themselves with the worries associated with managing all the minutiae of the logistics

of their programs. Their chief logistical concern should be to remain within their

agreed upon budget.

Kramer (2015) did well to further the concept of increased support for faculty

through the standardization of proposal structures to build into faculty-led programs

elements of academic enrichment. She delineates that, "A majority of faculty leaders

welcomed standardized guidelines, learning objectives, and assessment, as long as it

did not interfere with the discipline-specific content" (p. 1). This could lead to greatly

increased efficiency for education abroad practitioners and relative ease for setting up

future programs for faculty. However, with just nine responses from faculty leaders, I

think the sample of the study was too small to reach any definite conclusion about the

desire for standardized academic policies regarding the structuring of courses in

faculty-led programming.

In a related study, Greene et al. (2008) surveyed early-career education faculty in

a variety of institution types across the US to ascertain their feelings on needed support

in reaching tenure. Among the suggested forms of support that had not been received

by these junior faculty was the concept of having a mentor. While that may have been

the most frequently cited form of desired support, the lack of support in service and

graduate assistance followed closely behind. Other honorable mentions, "included

writing groups, start-up funds for search, more travel money, assistance with grant

funding, sharing research with peers and more time" (p. 437). Study abroad

administrators have the resources to pair faculty desiring to lead programs abroad with

a mentor. In fact, it could appear disingenuous to a faculty if such guidance were to

come from someone they perceive to be outside of their field or academic discipline or

even without their level of academic attainment. This again may call into further

question Kramer's assertion that faculty would welcome the standardization of

international education guidelines and assessment.

The literature is extensive on training and supporting faculty and on

comprehensive internationalization, however a relative few studies have plumbed the

concerns of faculty support, incentive and collaboration specifically for the embedded

provider model to the extent of being of immediate use to practitioners. Those that do

go in depth into faculty support focus perhaps too narrowly on the academics, or

process elements specific to the proposal of new programs, rather than taking a wide-

angle view of the institutional agents and priorities that can be put to use in developing

the foundations for new partnerships with faculty.

Research Methodology

Harris (1976) was writing about an approach to anthropology and sociocultural

structures of thought when he described emics and etics thusly, "Everything that we

human beings experience or do is real. But everything we experience or do is not

equally effective for explaining why we experience what we experience and do what we

do" (p. 331). That is to say, there are certain internal, intellectual processes by which we

formulate an understanding of the world around us and only by understanding these

process in others can we possibly hope to change the lives of our subjects in a positive

way. Emics was the best approach for this study, because the research required a great

deal of trust. Faculty were asked to welcome me into their mental worlds to sift

through colored lenses and multiple perspectives. Consequently, it was important to

blend a respect for the differences between the cultures of varying academic domains in

the U.S. higher education with the attitude of a faculty member; approach everything

from a place of learning and discovery.

Data were mined from several, diverse US higher education institutions and my

employer in order to survey the field as to which incentives are currently being

practiced, in which ways faculty were being engaged in internationalization and what

support they were receiving or what support they expected to receive from

international education administration and, further, the embedded provider

partnership. My employer had conducted a survey sent out to all faculty who had led

programs abroad coordinated by them in 2015 (n=75). Sixteen faculty directors

responded, which translates to roughly one fifth of those who were invited to

participate. There was a small amount of overlap in the number of respondents to the

survey with those who were interviewed (n=1). This survey asked mostly about the

marketing tactics used in promoting programs, but also revealed how much support

faculty thought they should receive from the study abroad office with regard to

program promotion.

Furthermore, I interviewed faculty from two large, public research institutions;

one in the southeast (University A) and one in the Midwest (University B). I also

interviewed a few faculty from a small, private, liberal arts institution on the east coast

(University C). Fifteen faculty participated from these institutions, all of which share

the same embedded provider model. Only the names of those who gave their

permission to be identified have been included here. The interviews were designed to

ease faculty into the process by probing the variety of roles that they hold on campus

and to give credence to the many hats they wear. Secondly, I structured the interviews

to dive first into faculty responsibilities to create a rapport and establish a sense of

understanding of the overworked nature of the position they hold. Lastly, most

interviews were rounded out by plainly asking what international educators can do

better as a field to drive engagement with faculty who propose new mobility programs.

At one institution there were interviewees who had not proposed their programs

to run through the embedded provider model (n=5). I decided to keep them in the

overall sample of research subjects, because their answers regarding barriers in the

proposal process could guide future considerations for updates to the applicability and

usage of that model. Most interviews lasted only an hour, if not less, which

unfortunately did not appear to prove ample time to provide justifiable answers to all

the planned requests for information. As in most inquiries, the average answer only

prompted further questions, which I have outlined in a section below entitled

recommendations for future study.

In a separate follow-up questionnaire to interviewees, there were closed- and

open-ended questions. Some of these built further on the queries of the program

provider questionnaire, so as to bolster the sample size of how faculty felt their

marketing tactics contributed to enrollment. Faculty were also asked to identify some

of the academic policies and politics that facilitated or encumbered their program

proposals as well as to identify weak spots in the program proposal and promotion and

tenure review process (see Appendix F). For this questionnaire, I had eleven

respondents across all institutions.

I used colleagues on other campuses to gauge how many faculty-led programs

had been proposed as compared to how many actually ran and compared this with pre-

departure orientation survey results from students. These surveys revealed students'

sentiments about the factors that led them to choose a given faculty-led program. I then

triangulated that data with the statistical analysis from the interviews and

questionnaires that had been conducted with faculty.

Lastly, when drawing a contrast between previous years' attempts at acquiring

students' assessment of study abroad office services, online platforms tended to have

abysmal submission rates. Thus a shift to paper surveys was affected to great results. I

asked students questions to gauge how much their faculty director talked about their

programs in courses and how this influenced their decision to apply for the program. I

also requested that my colleagues utilize the same or similar surveys on their campuses

to ask a unified set of questions from their soon-to-depart students, and was privileged

to a have received a significant sample of student respondents (n=338).

In this survey, students were asked to identify the original source of how they

heard about international education programming on their campus as well as to rank

the determining factors for why they applied for their chosen program. If a professor or

academic advisor encouraged them to apply for a specific program, they were asked to

identify who that person was. In addition to these queries, information on the advising

process was gathered. Specifically, an estimation of how many visits or calls to the

international education office students had made was requested as well as how many

terms in advance they had begun preparing their study abroad applications.

Findings

The following are the results of the designed research. I have broken these down

into the four composite methods of data collection; the program provider survey, the

faculty interviews, the follow-up questionnaire and the student pre-departure surveys.

I have provided some of the personal accounts and verbatim responses from the

interviews and survey responses to complement the quantitative data compiled.

Program Provider Survey

I want to first reflect on the successes of this survey; consider the fact that the

majority of the sixteen faculty to have responded to this survey believe that they did

enough to market their programs with 81 percent having reported advertising the

program in their classes and over two-thirds having said that they used several other

avenues of program promotion. It is no surprise that the same high percentage of

programs actually ended up making their enrollment goals. Still, there were some

intriguing, more detailed findings as to which tactics faculty had in fact used to

promote their programs. Faculty directors that had taken advantage of peer advisor or

student ambassador programs on-campus to promote their programs (see figure 1.1.

below) most often found that their programs actually filled their enrollment goals.

When asked which marketing tactics they felt had contributed to their program making

its enrollment goal, nearly 40 percent of the thirteen faculty respondents whose

programs made their enrollment goals identified peer recommendations as an

important element (see Appendix G).

Now to move onto those who were less fortunate in their marketing efforts.

Three faculty did not participate in a study abroad fair to promote their program and

one quarter said that they did not speak about their program in their colleagues' classes.

A full half missed out on the opportunity to use list serves to send direct email blasts

out to students with information about their program. 81 percent of faculty

respondents thought that cost had either a big or medium effect on their students'

ability to enroll in the program, however none of the faculty whose programs did not

meet their enrollment goals mentioned that marketing efforts or word-of-mouth from

returned students would have positively affected enrollment. Only one of those

professors whose program did not run had actually used this tactic, though. This last

notion seems particularly poignant given the results of student responses in pre-

departure surveys to questions about the original source from which they heard about

the program for which they ended up applying (see figure 1.2. below).

Figure 1.1.

Count of Faculty that Marketed Program Using Study Abroad Alumni
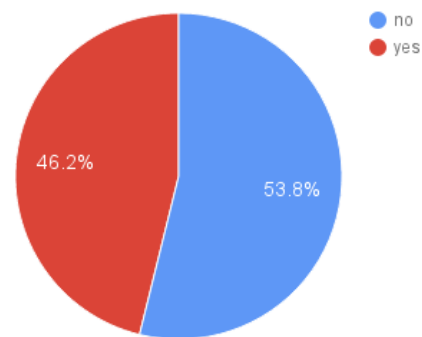
Overall, the program provider survey provided a great starting point for the research in guiding some of the interactive research questioning that needed bolstered and also pointing to areas that needed more open-ended responses to tease out what faculty had actually meant.

Faculty Interviews

With the comments from the program provider survey regarding cost in mind, I decided to include in my interview questions regarding salary and awareness of grant funding. Faculty directors that know and understand the financial burden of higher education on today's students must also be conscious of the role they play in driving their program's cost. To the question, "How heavily does salary influence your decision to lead a program abroad?" nine out of fifteen interview respondents said that it was a nice consideration, but that it was ultimately not the driving factor behind leading a program abroad. Similarly, eight of fifteen respondents said that they were unaware of or unwilling to spend the additional effort to locate any internal or external

grant funding to cover the costs of their salary, research efforts or exchange relationship

building that they had built in as post-program element.

Thus, one of the unintended consequences of the questions I asked was that I

began to realize the conflicting motivations for faculty to lead programs abroad. For

example, they may have set out with an ambition to share past experiences in a

particular region with their students and further research opportunities, but somehow

underestimated the impact of the area on students or of students on their ability to do

the research! Similarly, the motivations and incentives for leading a program abroad

were rarely attributable to only one primary factor. In fact, one faculty member said:

> I wonder if some times we are talking about the same thing…What do we mean
>
> by this? Internationalization, it's a very broad definition. … Through that
>
> reflection, we can also think, 'OK, this is the implementation we need to make
>
> here,' to avoid doing things for the sake of doing them. (personal
>
> communication, 2016)

In the case of student mobility programs, internationalizing the

curriculum or foreign language instruction, it is important to ask about the motivations

more so than the material or the timeline or the methods used. This notion of defining

the different ways that we conceptualize topics about which we are all passionate across

disciplines will come back into play with junior faculty, but in a slightly more pragmatic

way. Often when I asked about the various forms of support available to faculty across

the three institutions, I instead received an answer that frequently opined an outlook on

obvious and hidden barriers to program proposal and promotion practices at these

institutions.

In one interview, I was fortunate enough to have received very candid responses

from a non-tenure-track subject from University A. They continuously referenced the

complications they had faced in working through the program proposal. Initially, there

was another faculty member from the same department who had been nominated or

selected by leadership to direct the perennial summer program abroad. My subject had

then decided to propose a program of their own in a different country about which they

were passionate, offering an alternative academic experience. They did not believe that

there was going to be any competition between the two programs, as they were so

geographically diverse and had primarily different academic focal points. Still there

was resistance and reticence to change in the department, but everyone involved

pressed on for a time.   Eventually, this faculty's colleague who had been nominated to

lead the perennial program was required to take a step back. Suddenly and without

forewarning, my subject was asked to lead the long-standing program and to abandon

their own program proposal.

The program of tradition for the department tends to carry a larger workload as

it has now gained the traction of several years' worth of alumni and most faculty

reference it when their majors talk about study abroad opportunities. It typically draws

about thirty applicants and eighteen to 25 participants each year. My subject mentioned

the political nature of their position as the "workhorse" of the department on several

occasions and seemed vexed at having the control over their program wrested from

them and having been asked to do more work for limited compensation and recognition

(personal communication, 2016). This subject is not in a tenure-track faculty position,

and thus is required to engage in larger amounts of teaching and service to the

university than their colleagues. This points back to the findings of some of the

literature previously reviewed. US professors are clamoring for more mentorship, aid

in identifying and carrying out service requirements and graduate assistance.

Another faculty from University B mentioned the lack of recognition at a

university-wide level. They opined over how deeply engaged in international

education the faculty at their institution seemed to be, and yet shocked as well when

asked to consider how much support they received from their superiors. "There's great

support in the office…, but it's meaningless to the department, and I don't think the

dean…there's no active outreach, there's never enough scholarship money, or

institutional acknowledgement" (personal communication, 2016).

Faculty that have not yet reached tenure or faculty that are not in tenure-track

positions seemed to think that there were relatively few motivating factors and support

structures for proposing and leading their programs. They rely more heavily on the

extrinsic rewards of leading a program. Living on a nine-month salary can put a

weighty strain on new faculty as they make transitions to new institutions. If they rely

on grant funding or the additional income from leading an education abroad program,

first-time faculty may notice a disproportionate amount of pressure that they apply to

themselves in filling their programs. One particular faculty who has not reached tenure

at their institution lamented a few facts:

When you're coming down to crunch time in terms of, you know, 'Is my book

done?' that [time spent developing and leading a program abroad] is a month or

two months of time that could be spent writing and editing. The question is that

balance of income … or the ability to write. What could study abroad do perhaps

to incentivize … especially for those of us who are in the field of international

education? Work on us to … think of study abroad as … an opportunity to get

our graduate students or advanced undergraduate students to go to the archives

with us. (personal communication, 2016)

This faculty member went on to clarify that they thought education abroad

practitioners could do more to workshop and strategize with faculty on the various

program elements they bring to the table. The support of a system that helps faculty to

narrow down their goals for a program to maybe one or two deal breakers, some

secondary goals and then those that are objectives thrown in for good measure but

could ultimately be done without. Similarly, assistance in discussing with department

heads the importance of the learning objectives of any given program would lead to

more cohesive departmental plan for program promotion. Lastly, they named the

biggest form in which they needed support when finding new ways to cross the borders

of the faculty activity report was mentioned.

In contrast, tenured faculty that I interviewed tended to advocate for waiting

until tenure had been achieved before proposing and leading a study abroad program.

When citing this as a hurdle, emics again came into play, because it is essential to

recognize the intellectual world within which this thought came into reality rather than

to impose suppositions onto another's frame of reference. A noteworthy perspective on

why junior faculty might want to wait for tenure to propose a program came from a

faculty director from University B when they asserted:

> When it comes to tenure … the learning curve [in leading a program abroad] is
>
> so great, and it's very unpredictable, and the responsibilities associated with it
>
> are so great and the potential even for negative feedback … I think there's just
>
> too much at stake … and I just wouldn't want it to get in the way of seeded
>
> course development here or the publications.

Further indication of the volatility of education abroad programming,

particularly regarding this idea of the risk management components came into play in

several conversations. New faculty that propose and direct programs could be more

susceptible to the ire of administrators or even academic authorities within a given unit

even when the most miniscule issues crop up.

Digging into the previous response was quite enlightening, though, because it

soon became clear that this faculty had had some programmatic ideas put into place by

another colleague within the department on a study abroad program other than the one

they led while they were out on sabbatical. Another case of the highly politicized

nature of the process of proposing new programs in academia; one cannot expect to

hold onto the same idea for long before it gets picked up on by others and expounded

upon.

An unexpected assessment that arose from a faculty member who is very

plugged into the academic machinery, such as the faculty senate and serving as the

chair of a department at their institution, was that longer short-term programs seem to

get stilted with regard to academic year financial aid. This was a process element

incorporating larger, institutional support staff and structures that impede program

propositions which had not arisen in any other interviews. They also made a salient

point regarding the source of the students that end up attending their program:

>When I talk to students who come on my program, it's not because of posters
>
>they've seen about information sessions or frankly marketing that's been done by
>
>folks over at the study abroad office. It's when they are directly contacted by
>
>someone in their school or department with information. That's what seems to
>
>be right now the best way to get at people. (personal communication, 2016)

Follow-Up Questionnaire

Faculty nearly unanimously pointed out that their compensation as a proportion

of the amount of hours that they put in on course preparations and overload in

recruiting for their study abroad programs pales in comparison to a normal course

taught on campus. When asked if they would present having proposed, not necessarily

having led, a program abroad to their superiors as a significant evaluative experience,

there was a 100 percent consensus behind the fact that they would do so. This trend

held across all campuses, regardless of size or source of funding. Indeed, one faculty

from University C went so far as to say:

>There isn't a spot on the FAR [faculty activity report] for us to put study abroad
>
>programs. There is a place for summer teaching but not the hours that goes into
>
>developing, marketing, and executing a successful program. We are definitely

compensated for our time while in country, but it's not counted towards tenure

or promotion for helping meet one of the university's five strategic goals.

(personal communication, 2016)

See Appendices A-C for sample faculty evaluation criteria.

Furthermore, five out of nine respondents whose programs actually ran

considered their announcements to students during classes to be a meaningful

contributing factor to why their program filled its enrollment goals. Interestingly, only

one of ten faculty respondents who answered the question regarding the role of their

international programs office in marketing their programs identified student

ambassadors as a key resource that went untapped. It is important to note that two of

the three institutions represented in the study currently employ that type of a program.

Pre-Departure Surveys

Students rankings of the major catalyst for applying to a program led to some

enlightening results. In fact, much of the literature has been vindicated by these

findings. Faculty are indeed the preceptor for many students' first foray into mobility

programs, with a full half of all students surveyed having responded that either a

faculty member or an academic advisor was the original source of their knowledge of

education abroad programming (see Appendix H). So rarely was it the case, at just

fourteen percent of students polled, that the multifarious marketing efforts displayed

by international education offices was identified as the lead source that it makes one

wonder if marketing is even worth the considerable amounts of exertion that it at times

requires.

The major contributing causes as to what is important for students turned out overwhelmingly to be the location and the courses offered, making up more than 78 percent of students' top-ranked deciding factor across all campuses. These same two categories combined for just under half of the second-rated aspects behind the length of the program, which accounted for more than a quarter of all respondents' next most important program element. Traveling abroad with students and faculty from their home institution did not rank highly for participants. In fact, this factor ranked in the bottom two for 83 percent of all respondents. At the same time, the reputation of a given program or faculty director resulted in the third-ranked program aspect or below for 48 percent of those polled.

These findings are significant because they point to a simple takeaway; students are learning about education abroad programs because of their faculty and academic advisors, friends, and program alumni, but are not choosing the programs they apply for because of those that lead them into the international programs office. Instead they are choosing programs based on location and the courses offered. This is in line with research showing that this generation of students is much more in tune with the pragmatic benefits of international education, and, indeed, educational experiences in general, rather than the intrinsic benefits of it.

Figure 1.2 How do students learn about programs?

How did you learn about study abroad opportunities on campus?

# of Students
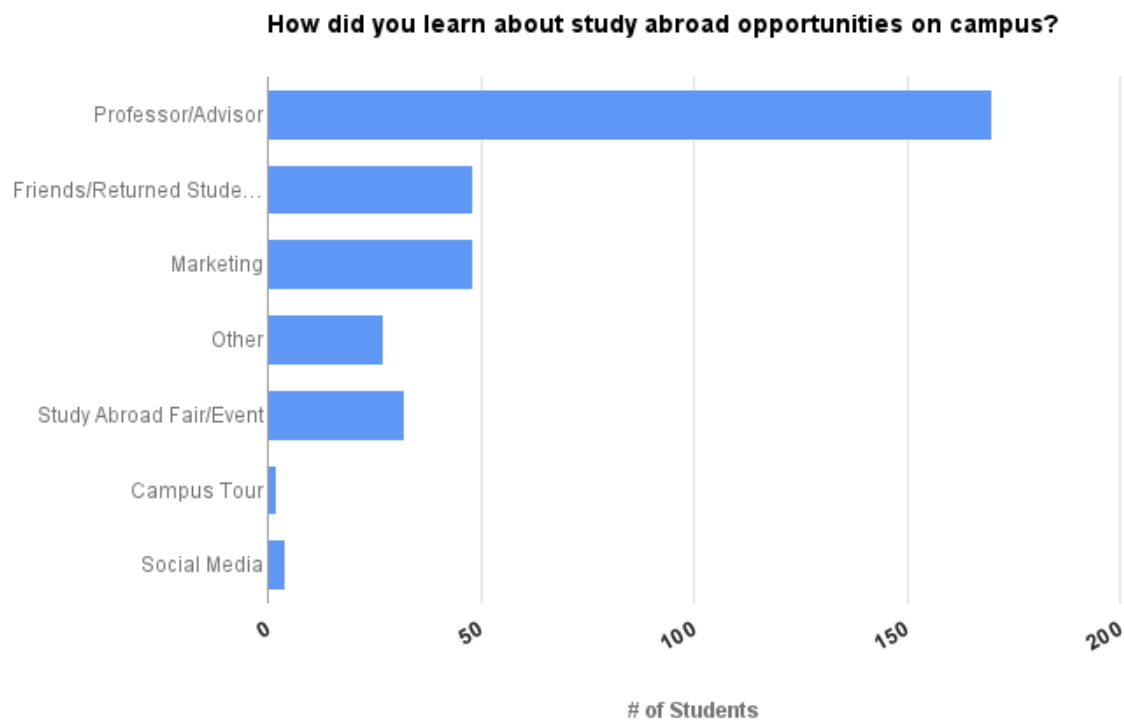
Discussion

Conclusions

Faculty will only see substantive improvements in the recognition of their

contributions to international education when they also have opportunities to share

their experiences with peers in order to raise awareness of and to potentially solve

institutional problems of alignment between the mission statement, vision statement or

initiatives or strategic goals. Hosting a faculty-led program or research abroad program

directors' appreciation luncheon can provide an easily accessible platform for such

discussion. Embedded provider practitioners likely have the requisite business skills to

arrange and promote the event. Conversation can be steered by prompting attendees

with student stories and testimonials about the remarkable contributions their faculty

have made to their learning. The collegiality of such an environment, if correctly

directed, will drive the dialogue. Recording names and specializations of those in

attendance will allow IE professionals to formulate something of an interdisciplinary

directory of international engagement and expertise.

An extra term's salary is an appreciated benefit and motivator to lead a short-

term program abroad, but it is ultimately a by-product of the loads of extra work put

into the process. It is also a one-off occurrence, rather than an institutionalized

recognition of the value of short-term international education student mobility

programs. A potential remedy to this could be by recognizing when an institution has

reached the critical mass of internationalization engagement by faculty and then taking

action to empower these partners to do more to advocate on their own behalf in fora

such as the faculty senate for the inclusion of internationalization efforts into the tenure

and promotion policies of the institution. An embedded provider will likely meet with

resistance when attempting to start these conversations from scratch with

administration, but when it rings true from many faculty, the potential to catalyze a

change will increase.

There is no magic formula for making a faculty-led program fill its enrollment

goals without the faculty taking ownership over the value of their voice in the

marketing process. Indeed, faculty have the broadest base of direct access to the

student body. Stohl (2007) had the measure of it when he asserted:

It is our challenge to convince faculty that their scholarship will benefit from

these efforts and that they will be rewarded for them not only with better

scholarship but with the recognition by their colleagues and institutions that this

is a worthwhile activity that should be rewarded. (p. 369)

If additional, longer-term, extrinsic rewards such as promotion and tenure, course

releases or some other such recognition can be demonstrated and offered fairly for all

departments across an institution, faculty will be more likely to take the helm on the

critical program component of creating an established history of robust enrollments

through directly marketing to their students.

Regardless of whether it is in the name of international education or otherwise,

junior faculty in many academic disciplines are calling for more mentorship and

workshops for research and acquiring funds for travel. Practitioners of education

abroad, especially those that embed providers into study abroad offices, stand in a

unique position to offer and market this type of informative experience about the

process of kick-starting involvement in international education. By utilizing soon-to-be

study abroad alumni, embedded providers can identify the beginnings of a database of

faculty and academic advisors that evince supportive attitudes for international

education. Connecting would-be faculty directors or international conference attendees

with powerful stakeholders, advocates and veterans of faculty engagement in

international education then becomes a matter of simply sending a bi-monthly email

newsletter. The presentation of said newsletter ought not be a deterrent; a simple

behavior or data point from education abroad followed by a "did you know?"

statement will suffice. For example, "With your support, OIP has advised over 200

students this month! Did you know, we advise underrepresented and at-risk

populations of students on scholarship opportunities? These include students with

disabilities, student athletes, and students of color."

As they manage their portfolio of programs, avoiding the simplistic solution of

"more is better" in international education programming will allow study abroad staff

to welcome the attitudes, skills and desired external outcomes of faculty. Even if these

conversations can be uncomfortable, it is certainly preferable to be transparent.

Potentially having to deny a program proposal before it even lifts off may spare that

faculty member from later finding out that two other programs within their department

had been proposed and only one of three will make its enrollment number. In fact, such

a situation may even offer the ideal scenario to engage the upper ranks of faculty within

that department in a broader dialogue about departmental processes and when might

be the best time in the academic calendar to strategize about upcoming international

programs. Rather than confining international education program deadlines to their

own silo, these should be integrated within the broader departmental discussions about

spring and summer semester course offerings.

Stohl (2007) went on to extoll, "We must speak the correct disciplinary language

and understand the disciplinary culture to be able to encourage international

collaboration" (p. 369). When education abroad practitioners are learning about new

academic disciplines as they begin the processes of establishing new faculty-led

programming in the STEM fields, with which many will have little to no expertise, it

can be crucial to maintain a 75/25 percent ratio of listening to talking. Education

abroad practitioners and embedded providers who listen simply for understanding

instead of in order to respond will garner the respect of faculty colleagues.

Once the needed information has been gathered, new strategies for how to

implement somewhat standardized processes can begin to fall into place. For example,

this may mean that while strategic locations for directing a faculty-led program in

cybersecurity are continuing to be identified, program budgetary models are malleable

enough that they allow for the inclusion of a more complex list of program overhead

costs, such as lab equipment fees. Or in the performing arts, where the potential for

injury may be higher than normal, it could translate to working with faculty to establish

new and innovative ways to retool the risk management plan while still maintaining

the integrity of the institution's liability.

Complementing the search for tenure with invigorating international experiences

that bolster faculty academic interest and capacity for research and publication is the

ultimate goal to have comprehensive faculty engagement in international education.

All of this, ultimately, trickles down to the benefit of the students at a given institution.

Embedded provider staff can provide that to faculty by consistently maintaining

knowledge databases about which faculty on-campus in the US are seeking particular

types of collaborations and pairing that with the collective knowledge of the company

and institution to see what international partners may be a good fit for such

international activity. Furthermore, stressing the importance of being able to

communicate to senior academicians the multifarious capacities within which

proposing, developing and leading international education student mobility programs

serves the institution and its students is essential. Education abroad professionals

consistently seek to equip their students with these types of skills, so why not faculty

then too?

Limitations

Among the limitations in this study was the very nature of the inquiry itself. All

of the faculty that were interviewed knew me either as a member of international

education at my institution or as a colleague of the embedded third-party provider on

their campus. Thus, embedded as I am, they may have striven to provide the "right"

answer, rather than to openly discuss their academic motivations for leading a program

abroad.

A key audience that the research did not address is other staff and

administration. Upper echelons of university hierarchies must buy into the concept of

an embedded provider model if it is to be sustained. This inquiry was focused solely

and perhaps too narrowly on the partnerships between providers and faculty, leaving

relations with provosts and vice presidents of academic affairs and other key on-

campus staff unchecked. Incorporating these perspectives could serve to deepen and

strengthen the findings of this study.

Lastly, there were some errors in data collection that led to a few inconsistencies

in the presentation of the findings. Not all students were required to complete the pre-

departure surveys, nor was there any way to control for erroneous completions. Thus,

there was a small measure of interpretation, which can always lead to human

miscalculations. The follow-up survey went through some alterations throughout the

inquiry process which led to increasingly small samples for a few questions. One such

example is a probe for more information about how an online program proposal

process would facilitate faculty experiences with the education abroad office.

Ultimately, I believe these interpretations amounted to an insignificant margin of error.

Recommendations for future study

As pointed out by the Forum on Education Abroad State of the Field Survey

Report, it is worth reiterating that more research on informal faculty-led programs not

resulting in university credit is needed. Additionally, many offices of international

programs are now also being asked to monitor and update their strategies for programs

within the boundaries of the contiguous United States and even Hawaii and Alaska as

part of their portfolios. The ramifications for how this type of programming enhances

or impedes IE practitioner work have yet to be clearly defined.

Sometimes part and parcel with those informal faculty-led types of programs are

healthcare mission programs for which little is or can be done to cover said groups

under state-supported institutional liability or risk management plans. Further research

is required into how best to provide a seamless experience for faculty seeking out these

types of opportunities, particularly from the embedded provider prospective.

The prospect of asking faculty about the different types of training on

international education standards of good practice is not necessarily an enviable task,

but it should be one that a future international education practitioner takes on. To

corroborate data from institutional studies like the State of the Field about faculty

training with interviews and to triangulate that with assessment information from

students on their faculty-led programming and historical data on program enrollments

would be an extremely eye-opening task.   It would serve to draw many parallels

between what education abroad professionals assume to be true, in that more training

of faculty is a good thing and could lead to better learning outcomes and less incidents

of risk.

Lastly, on the idea of budgets, a fascinating study to see would be one that

follows a series of faculty-led program directors who are also budget managers within

their academic unit at smaller institutions. Such a study could take a longitudinal look

at faculty development and promotion practices. If the skills of one subset are also

prerequisites for being successful in the other category, this type of research would also

function as justification for the benefits of providing embedded third-party staff with

more training on budgeting.

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Appendix A

Faculty Evaluation Criteria from University A College of Nursing

UNIVERSITY OF ABC COLLEGE OF NURSING
STANDARDS OF PERFORMANCE, CRITERIA, AND **EXAMPLES OF EVIDENCE**
FOR PROMOTION AND TENURE

The mission of the College of Nursing requires faculty accomplishments in three areas: Teaching Effectiveness, Professional Development, and Professional Service. The promotion criteria listed herein provides guidelines for faculty development and evaluation. No candidate is expected to meet all criteria listed, but generally would meet the majority. The criteria for each level are based on full achievement of lower level criteria, i.e. Associate Professor criteria assume full achievement of Assistant Professor criteria.

STANDARD I: TEACHING EFFECTIVENESS

Assistant Professor	Associate Professor	Professor
Criteria for Appointment	Criteria for Promotion	Criteria for Promotion

1. Demonstrates mastery of current knowledge and skills relevant to specialty area.
2. Demonstrates knowledge and skill in course development, teaching, and evaluation:
   A. Implements instruction based on course and class objectives.
   B. Is enthusiastic and creative
   C. Exhibits a caring attitude and is responsive to student learning needs.
   D. Effectively manages class and clinical learning environments (including student interaction, pacing of instruction, linkage to objectives, etc).
3. Demonstrates effective communication and interpersonal skills.
 	
Examples of Evidence
	1. Demonstrates mastery of current knowledge and skills relevant to support/core courses.
	2. Demonstrates knowledge and skill in curriculum development, implementation, and evaluation.
	   A. Designs innovative/creative teaching strategies.
	   B. Varies application of educational principles, strategies, and standards to achieve learning objectives and meet learner needs.
	3. Role models effective communication and interpersonal skills to develop collaborative relationships.
	4. Advises students, individually and in groups to enhance success in the program.
	
	Examples of Evidence
	1. Teacher evaluations in core/support courses.
		1. Integrates current evidence and clinical expertise into program planning, implementation, and evaluation.
		2. Assumes a leadership role in course and curriculum development, implementation and/or evaluation.
		3. Serves as a resource for colleagues
		4. Is recognized as a master teacher
		5. Demonstrates a pattern of facilitating and nurturing collaborative relationships.
		6. Mentors peers to assure positive program outcomes.
		
		Examples of Evidence
		1. Chairs key College committees such as Curriculum, Evaluation, Admission and Progression, etc.
		2. Leads program planning, implementation, and evaluation.
		3. Synthesizes educational research and Theories; tests and evaluates

1

Appendix B

Faculty Evaluation Criteria from University B College of Business

Appendix   Faculty Evaluation Criteria

(Revised and Approved by Faculty, November 2008; minor edits approved November
2009

receives a Level 5 typically includes regular peer review of teaching in their annual
development activities.

In addition to meeting the minimum expectations for teaching, aA
significant number or level of activities such as those listed below can be
used as evidence of excellent teaching:

C   Receiving a University Professor Award or other COB teaching award
judged as significant by departmental peers (Awards that last more than 1
year, such as a University Professor Award, can be included as part of the
faculty narrative for the entire term of the award.).

C   Developing and successfully delivering a new, standalone course at the
request of the department or college in support of the department or
college mission judged as being significant by departmental peers and
chairs/directors.

C   New contributions to interdisciplinary/interdepartmental curriculum
integration judged as significant by departmental peers and
chairs/directors.

C   Teaching evaluations judged by departmental peers as excellent

C   Maintaining an updated teaching portfolio demonstrating materials and
methods judged by departmental peers as excellent. Such a portfolio
should contain documented evaluations of classroom performance;
attendance at seminars or colloquia for improvement of teaching; and
other materials expected in an excellent teaching portfolio. Participation in
a faculty development initiative focused on teaching improvement.

C   Participation in faculty development initiatives focused on teaching
improvement judged as significant by department and college peers (e.g.
Master Teacher Conference).

C   Participating in peer review of teaching by colleagues or outside experts
judged as significant by peers.

Appendix C

Faculty Evaluation from Model University

Excerpt from "Procedures for Personnel Cases", 2008-2009, Binghamton University, pp. 8-9

With ==highlighting== of specific mention of things ==international==

6.6 Following are a few comments on issues that have arisen in applying the principles in the [SUNY Board of Trustees] *Policies* and [Binghamton Faculty-Staff] *Handbook*.

6.6.1. Teaching

6.6.1.1   Teaching is a multifaceted process; no single dimension can completely capture its complexity. Any adequate evaluation of teaching must assess its many components and perspectives. Therefore, for purposes of making decisions about promotion and tenure, the evidence for the quality of a faculty member's teaching should include each of the following:

1. a self assessment of teaching in relation to the individual's teaching philosophy and goals,

2. evidence that feedback from students (performance on tests, student evaluations of the course, and so forth) have been used to improve the candidate's teaching and/or student learning

3. peer evaluation of the syllabi of courses taught over the years,

4. peer evaluation of the processes used to assess student performance over the years,

5. peer evaluation of the faculty member's teaching over time,

6. broad and representative student evaluations of the faculty member's teaching over time (note that no preference is given for the kind of student input desired; while SOOTs are voluntary and only one of many possible approaches to student evaluation of teaching, the critical importance of student input over time is affirmed), and

7. a summary assessment of the faculty member's contributions to the instructional mission of the academic unit, including a tabular summary of raw data such as that collected in the SOOTS.

8. If applicable, evidence of contributions to the educational mission of the University beyond the faculty member's own academic unit(s), for example, assessment, experiential or service learning, general education, ==internationalization==.

In addition to the above, the IPCs should use as broad a range of exemplary materials as is possible. Other possible sources of information concerning teaching include: (a) reports from student advisory committees; (b) the record of new courses or course materials developed, including ==use of materials from multiple cultures and in multiple languages==; (c) library reserve lists and development of special library collections for courses or programs; (d) documentation of pedagogical innovations; (e) information on student performance (honors work, continuation in graduate programs, post-graduate achievements); (f) supervision of undergraduate and graduate projects and theses and work as

an advisor and mentor; (g) organization and supervision of internships, international exchanges, study abroad, experiential learning sites and experiences, and undergraduate research opportunities; (h) involvement in collegiate or other extra-curricular student activities; (i) organization of workshops to help students develop ancillary skills (critical thinking, library skills, use of computer programs, quantitative reasoning, team work, oral communication, writing skills, artistic performances, literary/technical publications, etc.); (j) surveys of graduating students and/or alumni; (k) contributions to the preparation and supervision of graduate teaching assistants and undergraduate peer assistants; (l) record of obtaining grant support for the advancement of the University's educational mission including grants, fellowships, and scholarships.

6.6.1.2. The IPC report should clearly indicate the sources of evidence on which the appraisal of teaching competence has been based. IPC's must also seek evaluations by Student Advisory Committees (see 3.2.4., 3.2.4.1. above). Generally speaking, the IPC should employ all materials available to demonstrate that the candidate's teaching meets the expectation stated in 6.3. above.

6.6.2. Research and Other Creative Work

6.6.2.1. Publications and other creative and professional accomplishments should be evaluated, not merely enumerated. Interpretations by the most qualified members of the department, as well as by outside referees of high national or international reputation in the discipline or in pedagogy are an essential element (see above, 3.2.6.ff.). Reviews, citations, and appraisals in the publications of others constitute particularly significant testimony. A strongly positive pattern of professional development as scholar or creative artist including the likelihood of future important contributions should be demonstrated.

6.6.2.2. Original work should normally be counted only after acceptance for publication or exhibition. A given achievement should not be counted as an accomplishment justifying the advancement of a faculty member if it has been employed in earlier justifications, except in the sense of being part of a cumulative record, unless subsequent book reviews, anthologies, citations, etc. ascribe a notably higher significance to the piece of work than was the case in an earlier personnel consideration. The burden of proof is on such a claim of enhanced significance.

6.6.2.3. Creative work in non-literary fields (studio art, music, and theater) must be evaluated by the testimony of nationally eminent people in their fields. Not only the number but also the place of exhibitions, concerts, or performances should be taken into account.

6.6.3. University and Public Service

6.6.3.1. University service and public service do not serve as the major grounds for advancement or awarding of tenure, at the same time these contributions are valued professional activities that should be investigated and documented, especially in promotions to full Professor. University service

Appendix D

Learning Partnerships Model
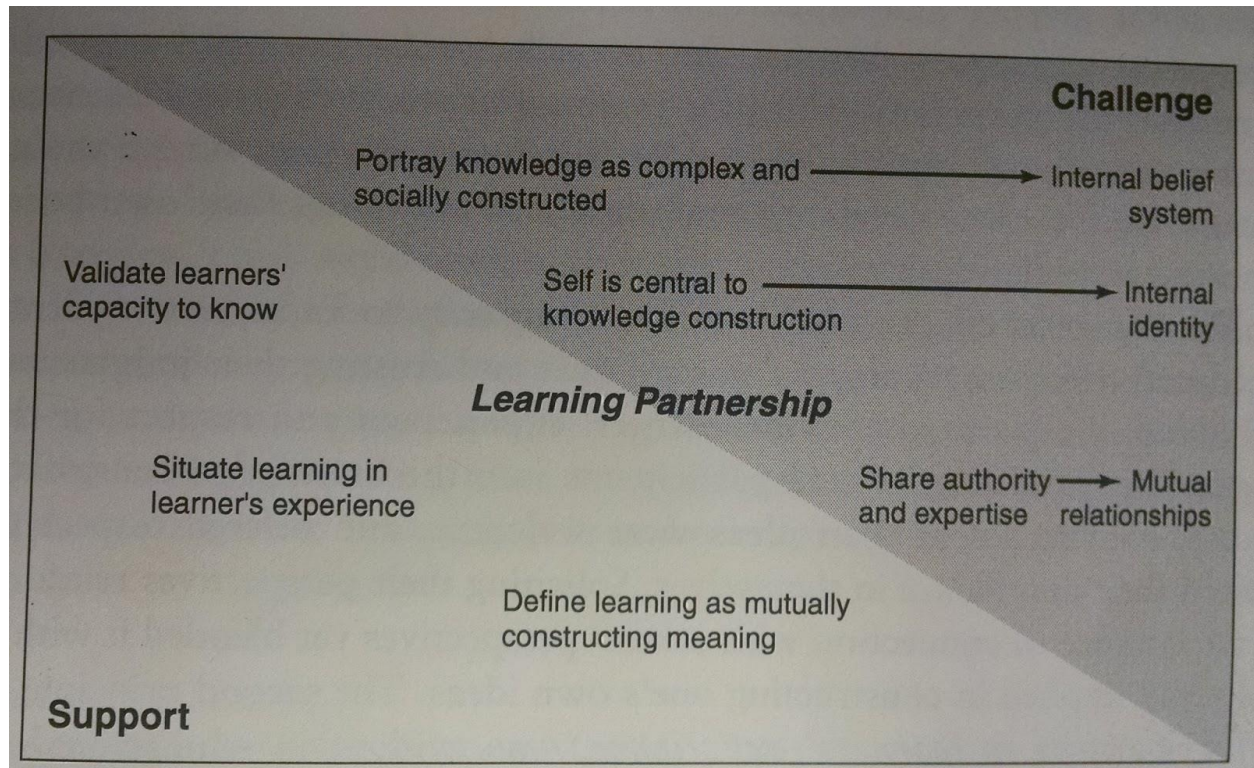
Appendix E

Process Model of Intercultural Competence
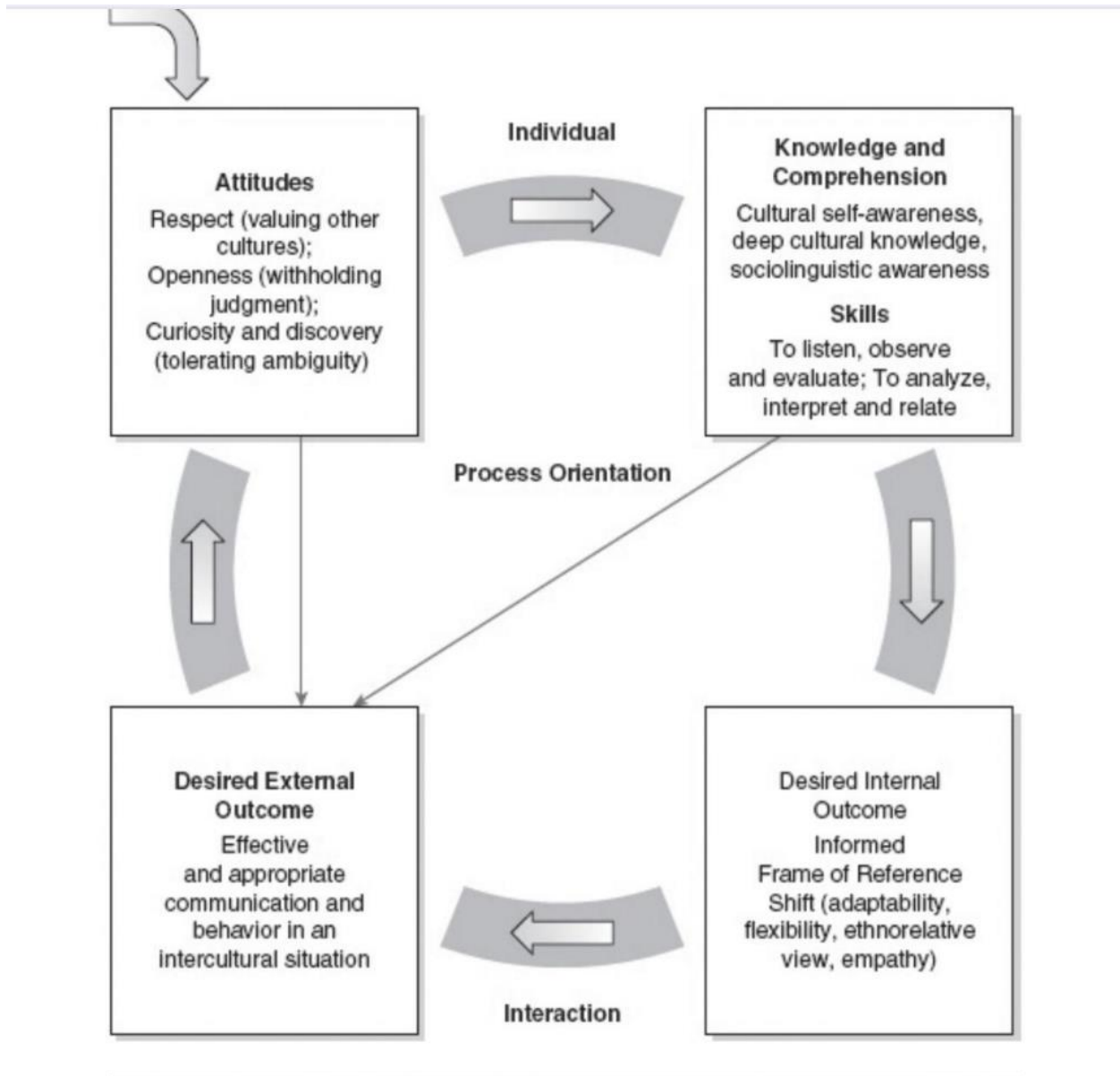
Figure 1.21 Deardorff Process Model of Intercultural Competence

Appendix F

Follow-up Questionnaire

Motivations to Direct Faculty-Led Programs

Thank you for participating in an interview with me. This follow-up survey concludes your
participation in my research.

I'd like to hear your feedback about how you navigated academic policy and procedures to build
and propose your program and how you marketed it. This will help me help the field in moving
towards providing faculty better information and perhaps a framework of incentives for leading
short-term international programs.

* Required

1. **Name** *

   ....

2. **Email** *

   ....

3. **Program Location** *

   ....

4. **Is the on-campus faculty-led program proposal deadline too early or too late in your
   institution's academic calendar? Why?** *

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   ....

   ....

5. **Would an online campus proposal process for faculty-led programs simplify your life?
   Please explain.**

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   ....

6. **If your program filled, will you present having led your program to your superiors as a meaningful evaluative experience in your annual review?**
Please explain how you plan to do so or why you will not be/what is preventing you from doing so.

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7. **Describe some of the academic policies (and/or politics!) within your department or college in further detail. ***
What is your required course load? What are the positions of power that decide which courses/locations should or will be offered?

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....

8. **Did you advertise the program in your classes? ***
Mark only one oval.

( ) Yes, I mentioned it all the time!

( ) Yes, a few times during the semester.

( ) No, this is typically handled by the education abroad office and staff.

9. **What marketing tactics did you use? ***
Please check all that apply!
Check all that apply.

[ ] I participated in the campus study abroad fair.

[ ] I spoke to other classes about my course/program.

[ ] I used university list serves or created my own to blast students with program information.

[ ] I hung flyers in our college and on campus.

[ ] I hung flyers off campus in places students frequent.

[ ] I offered one or more information sessions at various times for students to attend.

[ ] I worked with peer advisors on campus or other study abroad alumni to help market around campus.

10. **If your program met its enrollment goal - congratulations! Which tactics do you feel contributed to it filling?**

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11. **Did your program not run? If so, were there marketing tactics missing that you feel could have helped fill the program?**

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12. **What role do you see the Education Abroad Office having in marketing your program?**

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13. **Anything last thoughts to share?**

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Appendix G

Program Provider Survey

How do you market your programs?

Help us help you! Share some of your best practices for marketing your programs, and we'll share survey results back out to you!

Name *

First	Last

E-mail

Program Location

Did you advertise the program in your classes?

🔘 Yes, I mentioned it all the time!

⚪ Yes, a few times during the semester.

⚪ No, that is typically handled by study abroad.

What marketing tactics did you use? (Please check all that apply!)

☐ I participated in the campus study abroad fair.

☐ I spoke to other classes about my course/program.

☐ I used university list serves or created my own to blast students with program information.

☐ I hung flyers in our college and on campus.

☐ I hung flyers off campus in places students frequent.

☐ I offered one or more information sessions at various times for students to attend.

☐ I worked with peer advisors on campus or other study abroad alumni to help market around campus.

If your program filled -congratulations! What marketing tactics do you feel contributed to it filling?

Did your program not run? If so, were there marketing tactics missing that you feel could have helped fill the program?

What role do you see the Study Abroad Office having in marketing your program?

Last question! What role do you think the cost of the program have on recruitment (including University fees and tuition)?

- ◉ No effect, students were excited about the destination.
- ◯ Minimal effect, students need this course/wanted to go.
- ◯ Medium effect, recruitment could have been better if it were cheaper.
- ◯ Big effect, our students struggle to afford study abroad programs.

Anything else to share?

Appendix H

Pre-Departure Survey

Office Name

Pre-Departure Survey

General Information

1. How did you initially learn about study abroad opportunities on campus? (Please check only one)

□ Professor/Academic Advisor □ Friends/Returned Students □ Study Abroad Fair/Event

□ Social Media Marketing □ Campus Tour □ Posters/Flyers/Electronic Display

□ Other (please specify):

2. Did a professor or academic advisor encourage you to participate in a specific program?

□ Yes | □ No

3. Which professor/academic advisor? _____

Program factors

4. The following are key factors in choosing a study abroad program. Please rate the following factors 1-5 with 1 being the most important factor in choosing your study abroad program and 5 being the least. What was most important to you?

_____ Course(s) offered on program
_____ Faculty/Program Reputation
_____ Length of Program
_____ Travel with other students from home institution
_____ Location

Application Process

Did you receive advising?   □ Yes | □ No
If yes, provide an estimation of how many times you visited/called _____
How far in advance did you begin planning for your study abroad program application? _____
Overall, how would you rate your experience with the study abroad office?

□   □   □

Poor   Adequate   Excellent

Improvements

Please list any areas in which our service (i.e. notification of scholarships, passports, deadlines, etc.) could be improved. If you would like to be contacted regarding your responses to this survey, please list an email address.