The Platinum Rule

Enhancing Education Abroad through Faculty Engagement

Dr. Leonardo Villalón, University of Florida
Dr. Nicola Kernaghan, University of Florida
Dr. Anthony C. Ogden, University of Kentucky
In other words, is our goal simply to increase education abroad enrollment or is it to leverage education abroad programming to achieve overarching institutional goals?

Is comprehensive internationalization perceived as the goal or is it a means to advance other goals?
Session Overview

1. Faculty perceptions of education abroad
2. Faculty engagement in education abroad
3. Enhancing education abroad through faculty engagement
4. Discussion
Faculty Perceptions of Education Abroad

Dr. Nicola Kernaghan
Associate Director for Program Development
International Center, University of Florida
Study Abroad at UF

Number of students: ~2,200
• When: summer (1,300)
• Type: 85 % UF faculty-led programs
• Destination: Western Europe

Number of faculty-led programs: 70
• Length: 6 – 12 weeks
• When: Majority in summer
Results of 2013 Study of Faculty Perceptions Towards International Research indicated a need to examine faculty perceptions towards study abroad.
Purpose of Study

• Investigate the factors that influence faculty participation in study abroad

• Assess levels of support for faculty and student participation in study abroad by colleges, departments and UFIC

• Identify how UFIC can improve support for faculty
Study Outcomes

• Recommendations to increase faculty engagement in study abroad
• Foster a culture of support for study abroad
• Develop new study abroad initiatives
Survey Methods

- Online survey with 38 items
- Disseminated through:
  - Faculty Update
  - College Deans
  - Directors of Title VI Centers
  - Various faculty listservs
- 257 responses from all 16 colleges and support units
Respondent Profile

- **Sex**
  - Male 53.7%
  - Female 45.9%

- **Years as a faculty member**
  - 0-5 years: 33.1%
  - 6–20 years: 42.9%
  - >20 years: 23.3%

- **Current Position**
  - Assistant Professors: 31.1%
  - Professors: 28.8%
  - Associate Professors: 24.1%
  - Other: 15.3%
## Respondent Profile

<table>
<thead>
<tr>
<th>College</th>
<th>Faculty Respondents</th>
<th>Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
<td>Count</td>
</tr>
<tr>
<td>Agricultural and Life Sciences</td>
<td>7.8%</td>
<td>20</td>
</tr>
<tr>
<td>Business Administration</td>
<td>14.4%</td>
<td>37</td>
</tr>
<tr>
<td>Dentistry</td>
<td>9.7%</td>
<td>25</td>
</tr>
<tr>
<td>Design, Construction and Planning</td>
<td>5.8%</td>
<td>15</td>
</tr>
<tr>
<td>Education</td>
<td>3.1%</td>
<td>8</td>
</tr>
<tr>
<td>Engineering</td>
<td>0.8%</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>8.6%</td>
<td>22</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>12.5%</td>
<td>32</td>
</tr>
<tr>
<td>Journalism and Communications</td>
<td>3.5%</td>
<td>9</td>
</tr>
<tr>
<td>Law</td>
<td>2.3%</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>8.9%</td>
<td>23</td>
</tr>
<tr>
<td>Medicine</td>
<td>3.5%</td>
<td>9</td>
</tr>
<tr>
<td>Nursing</td>
<td>5.4%</td>
<td>14</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>9.3%</td>
<td>24</td>
</tr>
<tr>
<td>Public Health and Health Professions</td>
<td>1.9%</td>
<td>5</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>0.8%</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
<td>4</td>
</tr>
</tbody>
</table>
Experience with Study Abroad

- Have you led a study abroad program?
  - Yes – 26.5% (68)
  - No – 73.5% (189)

- Have you led a study abroad program at UF in the last three years?
  - Yes – 73.5% (50)
  - No – 26.5% (18)
Support for Faculty Participation

<table>
<thead>
<tr>
<th></th>
<th>Not supportive</th>
<th>Somewhat supportive</th>
<th>Moderately supportive</th>
<th>Strongly Supportive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Florida</strong></td>
<td>12%</td>
<td>25%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td>15%</td>
<td>18%</td>
<td>21%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>UF International Center</strong></td>
<td>8%</td>
<td>17%</td>
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<tr>
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<td>28%</td>
<td>31%</td>
<td>32%</td>
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<tr>
<td><strong>College</strong></td>
<td>17%</td>
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<td>46%</td>
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</table>
### Factors that influenced faculty decisions to lead SA

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with students in new learning environments</td>
<td>88%</td>
</tr>
<tr>
<td>Existing professional connections in destination country</td>
<td>79%</td>
</tr>
<tr>
<td>Level of support from department</td>
<td>77%</td>
</tr>
<tr>
<td>Research &amp; teaching responsibilities at home institution</td>
<td>66%</td>
</tr>
<tr>
<td>Program cost</td>
<td>62%</td>
</tr>
<tr>
<td>Ability to adapt to the language and culture of others</td>
<td>62%</td>
</tr>
<tr>
<td>Level of compensation</td>
<td>57%</td>
</tr>
<tr>
<td>Study abroad as a factor for T &amp; P</td>
<td>22%</td>
</tr>
</tbody>
</table>
Factors that influenced faculty decisions *NOT* to lead SA

<table>
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<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; teaching responsibilities at home institution</td>
<td>72%</td>
</tr>
<tr>
<td>Level of support from department</td>
<td>59%</td>
</tr>
<tr>
<td>Program cost</td>
<td>59%</td>
</tr>
<tr>
<td>Existing professional connections in destination country</td>
<td>46%</td>
</tr>
<tr>
<td>Study abroad as a factor for T &amp; P</td>
<td>45%</td>
</tr>
<tr>
<td>Level of compensation</td>
<td>45%</td>
</tr>
<tr>
<td>Working with students in new learning environments</td>
<td>26%</td>
</tr>
<tr>
<td>Ability to adapt to the language and culture of others</td>
<td>21%</td>
</tr>
</tbody>
</table>
## Faculty satisfaction with UFIC

<table>
<thead>
<tr>
<th>Area</th>
<th>Dissatisfied Or Very Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied or Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program development</td>
<td>13%</td>
<td>39%</td>
<td>48%</td>
</tr>
<tr>
<td>Budget process</td>
<td>11%</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>Communication with Study Abroad Advisor</td>
<td>6%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>Application process</td>
<td>21%</td>
<td>36%</td>
<td>43%</td>
</tr>
<tr>
<td>Recruitment and marketing</td>
<td>40%</td>
<td>36%</td>
<td>23%</td>
</tr>
<tr>
<td>Risk management preparation</td>
<td>21%</td>
<td>32%</td>
<td>47%</td>
</tr>
<tr>
<td>Pre-departure activities</td>
<td>17%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td>Support provided overseas</td>
<td>9%</td>
<td>55%</td>
<td>36%</td>
</tr>
<tr>
<td>Re-entry support</td>
<td>10%</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>Overall with the International Center</td>
<td>19%</td>
<td>31%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Recommendations to Increase SA

• Align study abroad initiatives with institutional goals on internationalization of teaching and research

• Increase collaboration between UFIC and colleges/departments to:
  – Facilitate course release for faculty
  – Incorporate international activities into faculty T&P and annual review
  – Align study abroad programs with college strategic plans and curriculum
Recommendations to Increase SA

• Provide strategically targeted program development funds
• Determine student demand/interest for new programs
• Increase awareness of SA as an option for new faculty
• Organize information sessions on SA-related topics for faculty members
• Encourage and facilitate faculty to make connections at international institutions
Faculty Engagement in Education Abroad

Dr. Anthony C. Ogden
Executive Director of Education Abroad & Exchanges
International Center, University of Kentucky
Where do we mostly focus our attention?

Students?  
Faculty?  
Administration?
What is our feedback look for faculty engagement?

Central International Offices

Faculty

Adapted from Childress, 2010
How do we overcome the Golden Rule?
How do we overcome the Golden Rule?
How do we overcome the Golden Rule?

“Education Abroad is important!”

“We need you to encourage more students to study abroad!”

“What are you doing to remove curricular barriers to education abroad?”
How do we embrace the Platinum Rule?
How do we embrace the Platinum Rule?

“How do you view education abroad in relation to your goals and initiatives?”

“How can I better support you in realizing your international education goals?”
How do faculty members want to be engaged?

- Why?
- Who?
- How?
- What?
- What is the purpose of Education abroad?
- Who owns education abroad?
- How do the faculty support education abroad?
- What motivates faculty members?
What is the purpose of education abroad?

- Intercultural Competency Development
- Language Acquisition & Cultural Knowledge
- Academic Engagement & Primary Learning
- Experiential Learning

Student Career Development
Who owns education abroad?

It's ALL mine!

Got it?
International Perspectives on Sexuality and Gender
Amsterdam, Netherlands

Parliamentary Internship
London, England

Summer Archeological Field School
Rome, Italy

The Nile River: A History of Water Politics in Africa
Kampala, Uganda

International Perspectives on Sexuality and Gender
Amsterdam, Netherlands

Comparative Study of Appalachia & Sardinia
University of Cagliari

Mediterranean Myths & Monuments
Athens, Greece

The Nile River: A History of Water Politics in Africa
Kampala, Uganda
How do the faculty support education abroad?
How do the faculty support education abroad?
What motivates faculty members?

"What's in it for me?"
...and what happens behind the scenes?
Enhancing Education Abroad through Faculty Engagement

Dr. Leonardo Villalon
Dean, International Center
University of Kentucky
University of Florida

“Learning without Borders” QEP

• Funding for development of new SA programs
• Innovative initiatives to address student learning outcomes

Faculty consultations

• College focus groups on internationalization
• Identifying opportunities for new programs
• Graduate research abroad programming
University of Florida

UF in Maynooth: Innovation Academy
• 6-week program for pre-freshmen
• Developed in conjunction with faculty advisory board
• Recruited new faculty leader

UF in Madagascar: Biodiversity Conservation and Sustainable Development
• New program developed in conjunction with QEP
• UFIC facilitated program design
• Opportunity for new faculty engagement
✓ Education Abroad New Program Development Grant
✓ Education Abroad Program Site Visit Grant
✓ Outcomes Assessment Research Grant
✓ Annual Faculty Engagement Reception – New!
✓ Annual Faculty & Staff Reception during Int’l Educ. Week
✓ Faculty Development Seminar – 2015 Morocco & Jordan
✓ Education Abroad Familiarization Visit – 2015 China
✓ Program Development Group Site Visit – 2015 Australia
✓ Education Abroad Faculty Toolkit
The Platinum Rule
Enhancing Education Abroad through Faculty Engagement

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