

# Developing Faculty-Led Programming Abroad



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# Introduction and Overview



- Why have Faculty-Led Programs
- The Proposal and Approval Process
- Program Models
- Program Budgets
- Program Logistics
- How to Use Resources Abroad
- Marketing and Promotion

# Why Have Faculty-Led Programs?



- Faculty led programs are still for many universities the number one type of program their students attend. → depends on institutional culture
- School has academic oversight
- Flexibility in length: Programs can be anything from Thanksgiving week, Spring Break, May Intersession or 4-6 six-week summer programs. Rarely semester faculty led, as many institutions make it rather difficult for faculty to leave for an entire semester.
- Flexibility in program fees as budget is set by the school
- Courses offered represent wide range of disciplines and can satisfy both general elective as well as major / minor requirements.
- Faculty is encouraged to internationalize their teaching / curriculum (which some school count into the T&P process)
- More and more students prefer to do short term study abroad vs semester

# The importance of an established proposal & approval process



- Proposals will ensure equal treatment of all faculty members who want to teach abroad
- Guidelines on how to write a proposal should be in place, regardless which location or which discipline
- A committee should be in place that looks carefully at every proposal and recommends for approval (with the same selection criteria applied to all proposals)
- Committee can be university wide (typically under the auspices of the Study Abroad Office with members from different colleges, both faculty and staff) or college specific.
- Proposal should address both the academic side of the program as well as logistics

# Program Models - Length



- **Semester**
- **Summer**
- **Short-Term:**
  - Examples –
  - May Term
  - January Term
  - “Embedded” – e.g., a spring semester course travels over break for 10 days

# Program Models – Type/Features



- **Stationary**
  - at a single site/city (often includes day trips)
- **Tour**
  - multi-city, multi-country, etc
- **Field Study**
- **Service Learning**
- **Language Intensive**
- **Immersion**

# Program Models - Design



- Faculty-Directed (arranged)
- Program Provider
- Direct Enroll
- Consortia

# Program Budgets



## Things to Consider:

- Faculty Director's Expenses
- Direct Student Expenses
- Fixed versus variable cost (fixed costs are those that will not change, regardless of the number of students participate; variable costs are dependent on the number of students)
- Breakeven
- Consistent Policies and guidelines for which items can be included in a program budget and which can't
- Cancellation Policy? (should allow for some budget modifications to be made to accommodate a lower number of students)
- Monies left over (refund? Scholarships for next year? Overall intl. programs pot?)



# Budgets cont.



## What to include:

- Teaching Salary (main professor: if not paid by the institution as part of the faculty's regular teaching load)
- TA Salary
- Per Diem (faculty and TA)
- Housing (faculty, TA and students)
- Airfare (faculty, TA and students – depends on school policies)
- Incidentals
- Phone
- Insurance (health and liability?)
- Local transportation
- Cultural Component
- Guest lectures

# Budgets, cont.



- Classroom Rental
- Meals (?)
- Visas (?)
- Tuition
  - Full tuition revenue (full tuition is charged and is retained by the international office. Faculty salaries are supported by the tuition collected. Other faculty expenses are built in to the program fee)
  - Partial tuition revenue (full tuition is charged and the international office receives a percentage. Faculty salaries are supported by the tuition collected)
  - No tuition (program is self-funded, faculty salary and expense are built into program fee)
- Outsourcing (students pay all direct expenses <including tuition for the international institution> to a program provider)

# Budgets, cont.



- Marketing Costs?
- Administrative fees
- Typically one set fee for all programs to cover (domestic) administrative costs associated with a program (staff time mostly)
- Bank Fees
- Currency exchange safe guard

# Logistical Considerations



- Feasibility of number of sites visited, travel time, etc
- Mode of travel?
- Large number of sites & travel does not necessarily equate a good course
- Balance lectures, site visits, unstructured time
- Balance each day (e.g., more than two museums in a day is probably too much)
- Travel time can be good 'check in' time
- Provide frequent opportunity for reflection & analysis

# How to Use Resources Abroad



**Goal: to help faculty identify pedagogies to support academic objectives**

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**Experience ▪ Engage**

**\*\*\***

**Universities & Faculty ▪ Governmental Agencies ▪  
Non-Governmental / Non-Profit Organizations ▪  
Museums ▪ Theater ▪ Music Performances ▪ Schools ▪  
Local Charities ▪ Religious Organizations / Places of  
Worship ▪ Interviews**

# Marketing & Promotion



- **Promotion and publicity on campus**

- Identify your audience (target groups can be more easily reached with a tailored message)
- Variety, repetition, appropriateness
- “Education Abroad is possible for you”
- Not only programs need promotion, the same is true for the Study Abroad Office and the work it is doing

**Tools:**

- College Promotional Materials (work with Admissions office to ensure that Study Abroad is promoted in an engaging fashion)
- Ask campus tour guides to identify your building as the “gateway to the world”
- New Student Orientation
- Fliers and Posters
- General Info Sessions
- International Education Week
- Photo Competition

# Marketing & Promotion cont.



- **Promoting study abroad electronically**
  - Email
  - Web
  - Facebook
  - Twitter
  - YouTube
  - Blogs
  - Postcards from Abroad

# Any Questions?



**THANKS FOR JOINING US!**