Bridging Baltimore, Barranquilla, and Beyond:

Sustainable Growth in Faculty-Led Study Abroad Programming at the University of Maryland, Baltimore County

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FOREWORD

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INTRODUCTION

As the demographic characteristics of college students in the United States have shifted and expanded, so have the patterns of student mobility across international borders. Study abroad opportunities have also become increasingly diverse -- both structurally and demographically. Over the last decade, the length and time frame of education abroad experiences have shifted dramatically to better reflect the needs, expectations, and realities of today's college students. Today, nearly 65% students completing an education abroad experience do so in fewer than eight weeks, while the number of students studying abroad for a semester or full academic year has declined (Institute of International Education, 2018).

The University of Maryland, Baltimore County (UMBC) has taken recent steps toward internationalization that include a focus on study abroad program participation, a high-impact practice (Kuh, 2008). As a Minority Serving Institution with a high proportion of students in STEM fields, UMBC's students represent a perfect storm of demographics historically and continually underrepresented in study abroad. The current study abroad participation rate at UMBC is reported at 1.9%, well below the national average of 10%. International Education Services (IES) and University leadership hope that growth in faculty-led programs will increase study abroad participation, contribute to the University's undergraduate curriculum, and support UMBC's broader strategic priorities.

In light of national trends in study abroad and the current state of study abroad at UMBC, this study examines pipelines, perspectives, and practices related to the development, management, and sustainability of UMBC's portfolio of faculty-led study abroad programs. Our research was informed by a model of internationalization that we developed based on our review of the higher education literature.

National Participation Rates in Study Abroad (2012-2017)
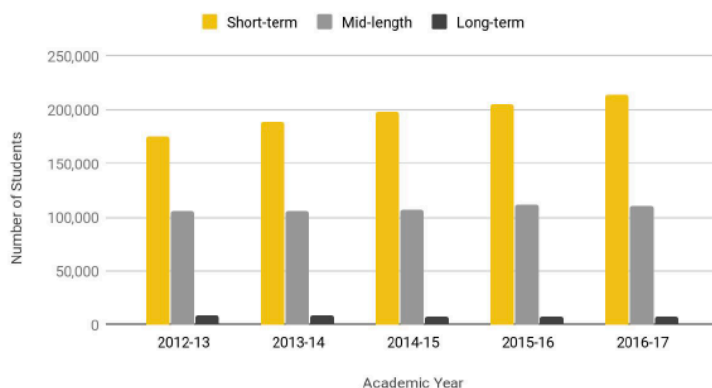
Source: Institute of International Education, 2018

Internationalization Model
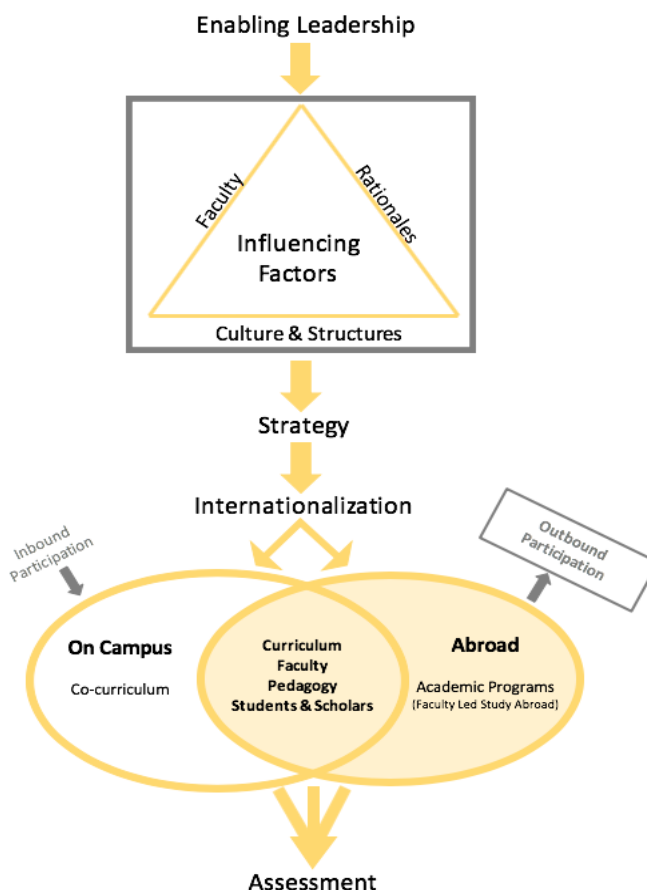
RESEARCH QUESTIONS & FINDINGS

1. *How do faculty, staff, & senior administrators perceive the challenges to developing faculty-led study abroad programs at UMBC?*

We analyzed quantitative data provided by UMBC's Institutional Research, Analysis, and Decision Support (IRADS) office, as well as study abroad data pulled from International Education Services' online application system. This data provided us with student-level information that enabled us to look at the pipeline for study abroad application and participation at UMBC during the 2017-18 academic year. Using pairwise correlation, two-sample *t*-tests, and stepwise Ordinary Least Squares (OLS) regressions, we examined how and when student background, academic, and enrollment characteristics influence whether a student will start an application to study abroad and follow through to participation, with a specific focus on faculty-led programs.

These models clearly indicate that the study abroad pipeline is leaking; the vast majority of students never apply to study abroad in the first place, while many who do start an application do not ultimately participate in a study abroad program. Our data illustrate that certain groups of students are more likely to start an application to study abroad (those who identify as White, those participating in a University Honors program, those with higher GPAs, and those studying full-time), while other groups of students (older students, STEM students, and student-athletes) are less likely to start an application to study abroad. Our applicant predictor model resulted in an R^2 of .302, accounting for 30.2% of the variation in students' applicant status. Our data also suggest that students who identify as female, participate in Honors programs, and have higher GPAs are more likely to follow their application through to program participation, while STEM students and student-athletes are less likely to study abroad even if they start a program application. Our participant predictor model resulted in an R^2 of .112, accounting for 11.2% of the variation in students' participant status -- likely due to a more outsized influence from other factors, including financial need, that are not captured in our data. Overall, the characteristics of students applying to and participating in study abroad programs are generally consistent with findings in national data and extant literature on study abroad participation.

2. *What do administrative data tell us about the pipeline for faculty-led study abroad participation at UMBC?*

We conducted semi-structured interviews with 23 faculty, staff, and senior administrators at UMBC, and observed a campus admissions tour, a Study Abroad 101 workshop for undergraduates, and a workshop for prospective faculty program leaders. After transcribing and coding all of our interview data, we found ten themes that fell into two overarching categories: internationalization across the university and programmatic challenges related to the development and growth of faculty-led study abroad programs.

At the institutional level, our team identified five major themes. First, interviewees acknowledged a greater *need for strategic thinking* around broader internationalization and program development. Second, interviewees saw *perceptions around internationalization* on campus as a central challenge when it comes to providing clear communications and expectations. Third, as is common among many universities, both UMBC and its student constituencies are fundamentally resource-constrained. Nearly all interviewees address these *resource needs and constraints*, paying particular attention to the concerns of students and campus faculty participating in the study abroad process. Fourth, as they considered how best to adjust to recently implemented, university-wide processes, faculty, staff and administrators highlighted the *reasoning for current practices* and the contexts in which they have emerged. Finally, as organizations seek to centralize or improve administrative oversight, they can experience *tensions around centralization* among faculty and staff.

At the programming level, five major themes arose from the interview data. First, faculty, staff, and administrators highlighted challenges related to the *accessibility* of faculty-led study abroad programs. Second, interviewees indicated that the *lack of systematization and sustainability* hinders program development due to limited clarity around the program development process, experience, and impact. Third, interviewees acknowledged a clear *lack of assessment and evaluation* around faculty-led programs, further indicating that program objectives and subsequent outcomes are not shared among relevant campus stakeholders. Fourth, as UMBC continues to develop its faculty-led program portfolio, interviewees again highlighted *resource needs and constraints* at the program level. Finally, interviews highlighted how faculty, staff, and administrators' *expectations* did not always align with the realities of the UMBC process, particularly in terms of student participation, planning, and budgeting.
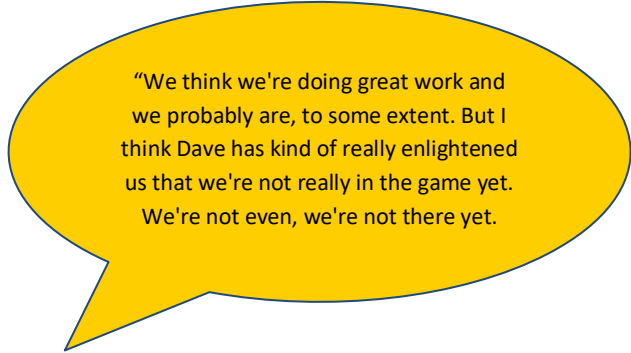
"We think we're doing great work and we probably are, to some extent. But I think Dave has kind of really enlightened us that we're not really in the game yet. We're not even, we're not there yet.

Our interview data indicate that UMBC could better leverage faculty-led study abroad programs as a mechanism for internationalizing the University. UMBC community members acknowledged their appreciation of, and challenges related to, a non-traditional student body that is diverse across a wide range of background, academic, and enrollment characteristics. Interviewees seemed to share a sense of commitment to addressing internationalization -- both on campus and abroad; they were also forthright in communicating anticipated challenges of improving faculty-led study abroad program engagement.

3. *What do extant literature and peer institutional practices suggest as appropriate structures for enhancing the portfolio of faculty-led study abroad programs at UMBC?*

We examined extant literature, best practices from professional organizations, and current practices at UMBC's peer and aspirational peer institutions to provide benchmarking data and empirical support for the development of UMBC's internationalization and faculty-led program efforts. In all, we reviewed ten websites, including four peer institutions, four aspirational peer institutions, the University of Delaware, and UMBC. Using a scaffolded approach that built off of the themes arising in our campus interviews, we developed a 52-question framework to review the websites of UMBC's peers. Our website review framework collected binary data (yes/no questions), numerical data, and free response data (open-ended questions). For context, we also collected peer institutions' demographic data from the U.S Department of Education's College Scorecard.

University websites can influence how faculty, administrators, and students perceive both internationalization and faculty-led study abroad opportunities. Our website review indicates that UMBC's peer institutions are providing much more comprehensive information on their websites around internationalization and study abroad, and highlights areas where UMBC has an opportunity to fill in these information gaps. This is a clear opportunity for UMBC to communicate program goals to students and their families, which may help participants better understand how programs may be of value as they seek to achieve their academic, personal, and professional goals.

Overall, UMBC has made several promising steps toward internationalization and possesses many of the elements to facilitate further development in faculty-led programs. However, UMBC has far more limited staff capacity than its peers, leading it to provide far fewer opportunities to its students. This may be the biggest hindrance to UMBC's efforts to increase faculty-led study abroad programming, particularly since administering these programs is particularly time intensive. Without the human capital to support its goals, UMBC will find it difficult to offer a significant number of faculty-led programs, and, by extension, increase study abroad participation rates.

RECOMMENDATIONS

Based on our findings, we have developed a number of recommendations for IES and UMBC as they move forward with campus internationalization and establish a strategy for faculty-led program development and growth. These recommendations reflect themes from our comparative website analysis, campus interviews, and quantitative data, and are rooted in the extant literature on internationalization, strategic planning, study abroad programming, and study abroad participation:

Gain Support for Internationalization from Campus Stakeholders

(Barber, et al., 2007; Braxton, et al., 2002; Childress, 2018; Dewey & Duff, 2009; Geisler, et al., 2007; Gioia & Chittipeddi, 1991; Green, 2002; Groennings & Wiley, 1990; Harari, 1992; Kotler & Murphy, 1981; O'Meara, 2011; Tromp & Ruben, 2004; Zimitat, 2008)

- Obtain verbal and financial commitments from senior leadership.
- Engage in sensemaking around the benefits and importance of internationalization.
- Relocate IES to a more student-centered, visible area of campus.
- Build participation in international activities into faculty reward structures, including:
  - Hiring priorities
  - Tenure and promotion
  - Compensation
- Leverage disciplinary priorities.
- Solicit input from campus stakeholders, including undergraduate students

Plan Strategically for Sustainability

(Childress, 2018; Mazzarol, et al., 2009; Robinson & Pearce, 1983; Tromp & Ruben, 2004)

- Focus on *moderate, managed and incremental* growth to allow for thoughtful and strategic expansion of UMBC's faculty-led study abroad portfolio.
  - Prioritize the success of existing programs and align all new programs with office and university strategy and students' academic needs and interests.
  - Limit the development of new programs to no more than one per year.
  - Focus on program repeatability.
- Collaborate with other universities in the University of Maryland system, and continue to benchmark office practices against peers and industry best practices.

Align Program Offerings with Student and Curricular Needs

(Bond & Thayer Scott, 1999; Brewer & Cunningham, 2010; Childress, 2018; Collentine, 2011; Dewey & Duff, 2009; Harari, 1992; Raby, 2007; Schuerholz-Lehr, et al., 2007)

- Actively reach out to specific departments to begin work around curriculum internationalization and study abroad curriculum integration.
- Provide opportunities to support faculty development, including site familiarization visits.
- Consider the benefits of alternative faculty-led program models, including embedded courses.
- Utilize campus administrative and/or survey data to identify academic areas of growth
- Ensure that all academic study abroad programs are tied to a credit-bearing course.

Manage Faculty & Student (& Parent) Expectations

(Mazzarol, et al, 2009; Tromp & Ruben, 2004)

- Be transparent about costs, fees and financial aid opportunities for faculty-led programs.
  - Communicate comprehensive information about outright program costs (and potential hidden costs) to applicants.
  - Reconsider the "tuition waiver" policy or create alternative language to more effectively explain this policy to students
- Develop resources for faculty leaders around program planning and time commitments.
- Involve former faculty leaders in information and training sessions in order for prospective program leaders to learn from their peers.

Work within Resource Constraints

(Childress, 2018; Hulstrand 2016)

- Partner with advancement to increase financial access and scholarship opportunities.
- Be selective about new program development based on staff capacity.
- Create faculty learning communities in order to encourage a shift from siloed practice to communication and collaboration.
- Consider hiring an IES staff member with faculty-led program expertise to work specifically on these programs, enabling leadership to focus on day-to-day management of the study abroad team, big-picture issues, and crisis management.

Institute Best Practices for Risk Management

(Cole, 2018; Hulstrand, 2016; Kurtzman, 2017; McCallon & Holmes, 2010; Wilkie, 2018)

- Require faculty to address risk management considerations in program proposals.
- Create explicit processes, expectations, and policies around emergency management
- Provide faculty trainings to communicate expectations and responsibilities around risk management.

Develop an Assessment Plan

(Deardorff, et al., 2009; de Wit, 2009; Eckert, et al., 2013; Hudzik & Stohl, 2009; Tromp & Ruben, 2004)

- Incorporate qualitative data, quantitative data, benchmarks, and measurable outcomes essential for understanding internationalization progress.
- Systematically evaluate all UMBC-administered programs.
- Solicit faculty and student feedback related to logistics, learning goals, and personal development.
- Evaluate program viability through regular (4-5 years) on-site program reviews.
- Partner with IRADS to determine most effective way to code faculty-led programs in the existing student information system.

CONCLUSION

This study provides essential information about pipelines, perspectives, and practices related to faculty-led study abroad programming at UMBC. Given its long history of serving both demographically and academically diverse students, UMBC has the potential to be a leader in student mobility among Minority Serving Institutions. A commitment to faculty-led program development provides an important opportunity to address student participation, especially among students historically underrepresented in study abroad. Analysis of the data and corresponding scholarly works point to clear, actionable recommendations for IES and for UMBC more broadly. While many of our recommendations are immediately actionable within IES, others require both time and active verbal and financial support from institutional leaders. We hope that future studies will incorporate both financial aid data and student perspectives in order to create a fuller and more accurate understanding of UMBC's approach to study abroad.

INTRODUCTION

As the demographic characteristics of college students in the United States have shifted and expanded, so have the patterns of student mobility across international borders. In the last two decades, the number of students in the U.S. higher education system with an education abroad experience has more than tripled. In 2016-17, 1 out of every 10 college students in the United States had an education abroad experience (Institute of International Education (IIE), 2018). This growth is a worldwide phenomenon; the Organisation for Economic Co-operation Development (OECD) estimates that over 4.6 million students had an international education experiences in 2015, up from 2.1 million students in 2001 (IIE, 2018; OECD, 2017). At the national level, while study abroad participation among non-White students has increased by over 10% since 2007, students who identify as White still account for more than two-thirds of study abroad participants. Nationally, Science, Technology, Engineering, and Mathematics (STEM) students have also long been underrepresented in study abroad programs, although recent years have shown STEM student participation as the largest area of growth in the field (IIE, 2018).

Study abroad opportunities have also become increasingly diverse -- both structurally and demographically. Historically, study abroad has been an opportunity for students to immerse themselves in a language program for a year or a semester in another country. Over the last decade, the length and time frame of education abroad experiences have shifted dramatically to better reflect the needs, expectations and realities of today's college students. Figure 1 presents trends in national study abroad participation rates from 2012-2017. IIE's most recent report (2018) suggests that the highest proportion of students are choosing short-term experiences; today, nearly 65% of the 332,727 students completing an education abroad experience do so in fewer than eight weeks. Faculty-led study abroad programs represent a growing subset of these short-term education abroad experiences. Traditionally housed in academic departments rather than study abroad offices, trends indicate that faculty-led programs, in which faculty members travel and teach courses abroad with students from their home institution, have become increasingly centralized, often in order to streamline administrative processes and ensure adherence to best practices in international health and safety (Hulstrand, 2006; Hulstrand, 2016).

Figure 1
National Participation Rates in Study Abroad 2012-13 to 2016-17

National Participation Rates in Study Abroad (2012-2017)
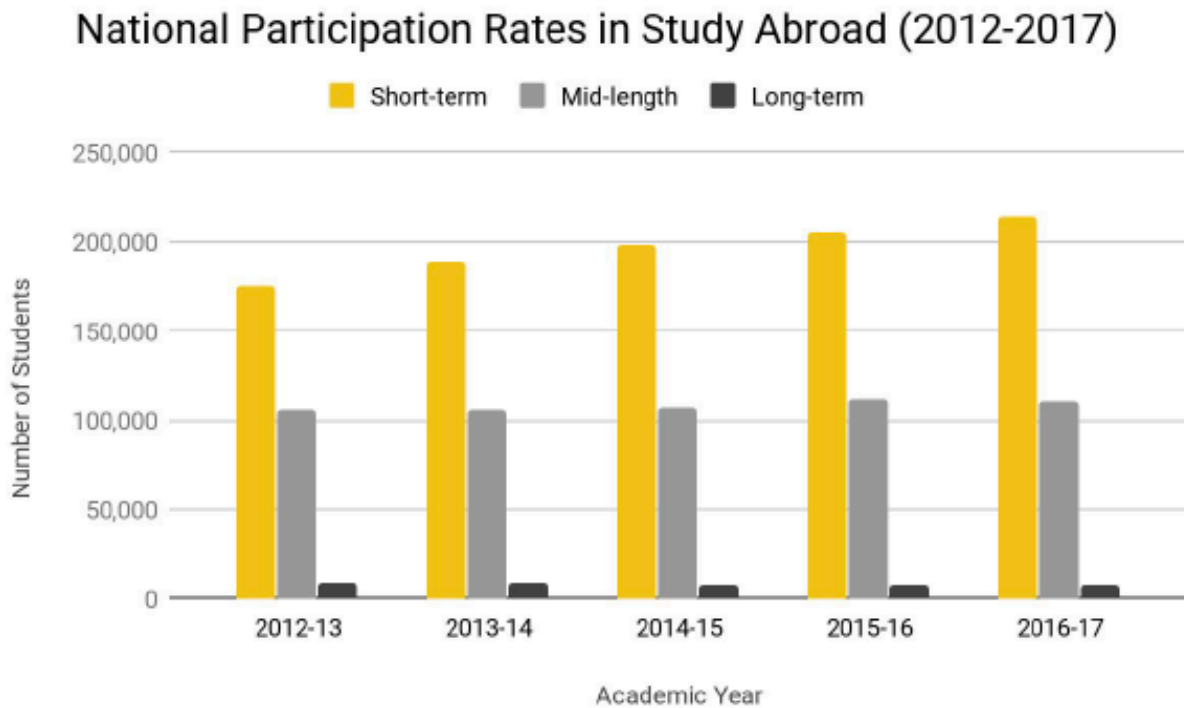
Source: Institute of International Education, 2018

Amidst nationwide growth in short-term study abroad programming, the University of Maryland, Baltimore County (UMBC) views faculty-led programming as an opportunity to grow study abroad participation in a strategic and thoughtful way, appealing to students underrepresented in study abroad. Beyond broadening its study abroad programming options, UMBC is at a crossroads, examining and strategically advancing its commitment to inclusive excellence and internationalization. In its recent strategic plan, UMBC committed to "build a campus culture that creates, supports, and expects applied learning experiences that present a wide variety of options for all students" (*Our UMBC: A Strategic Plan for Advancing Excellence*, 2016) focusing on several high-impact practices for applied learning. Yet UMBC's recent forays into internationalization have illustrated some of the challenges of ensuring equitable access to opportunities for its undergraduate population.

UMBC is currently the fourth largest university in Maryland, serving nearly 14,000 students, including more than 1,300 international students from over 130 countries (UMBC, 2019). Its 2018 Freshman Class profile is 40% White, 25% Asian-American, 16.5% Black, 7.7% Hispanic, and 3.4% international (UMBC, n.d.a). UMBC has a six-year graduation rate of 61% and recently earned recognition from the U.S. News & World Report's inaugural list of Top Universities for International Students (2018); the University was also recently designated a Minority Serving Institution by the U.S. Department of Education (UMBC, n.d.c).

UMBC's Office of International Education Services (IES) -- which includes study abroad, international partnerships, and immigration services for students, faculty, and staff -- has grown in recent years. Motivated by the identification of internationalization as a strategic priority, UMBC recently hired Dr. David L. Di Maria as its inaugural Associate Vice Provost for International Education to lead the Office of International Education Services (IES) and develop a campus-wide strategy for internationalization (Moreira, 2017; UMBC News, 2018a). Shortly after Dr. Di Maria's arrival, the University was also selected to participate in American Council on Education's (ACE) 2018 Internationalization Laboratory (UMBC News, 2018b).

The University's steps toward internationalization include a focus on study abroad program participation, a high-impact practice (Kuh, 2008). Another significant aspect of UMBC's identity is its success in the STEM fields, which over half of its students pursue (College Scorecard, 2018). As a Minority Serving Institution with a high proportion of students in STEM fields, UMBC's students represent a perfect storm of demographics historically and continually underrepresented in study abroad. The current study abroad participation rate at UMBC is reported at 1.9%, well below the national average of 10%. IES and University leadership hope that growth in faculty-led programs will increase study abroad participation, contribute to the University's undergraduate curriculum, and support UMBC's broader strategic priorities.

Consistent with trends in study abroad administration, IES's study abroad unit has begun to centralize the University's study abroad programs and practices, including its faculty-led programs. These programs are a relatively new addition to UMBC's study abroad portfolio; IES offered its first faculty-led program in Summer 2016. In each subsequent year, the number of programs offered has more than doubled, although some programs ultimately have not run due to low enrollments. IES hopes that these programs can contribute to growth in study abroad participation at the University. Yet, as faculty interest in developing and leading these programs has increased, IES has faced challenges in developing the necessary resources, infrastructure, and processes to support this growth. Given the rapid pace of growth and volume of work related to the development and administration of faculty-led programs, IES has not been strategic in its approach to program planning and execution.

RESEARCH QUESTIONS

This study examines pipelines, perspectives, and practices related to the development, management, and sustainability of UMBC's portfolio of faculty-led study abroad programs. We utilize a mixed-methods approach to answer the following questions:

1. *What do administrative data tell us about the pipeline for faculty-led study abroad participation at UMBC?*

2. *How do faculty, staff, and senior administrators perceive the challenges to developing faculty-led study abroad programs at UMBC?*

3. *What do extant literature and peer institutional practices suggest as appropriate structures for enhancing the portfolio of faculty-led study abroad programs at UMBC?*

Each of our research questions takes a different lens: the first focuses on the study abroad pipeline in order to determine areas for outreach and inclusive growth for IES among UMBC's existing student population; the second seeks to understand the perspectives of those working to internationalize the institution while drawing connections between UMBC's curricular and strategic priorities; and the third focuses on the administrative and communication structures that exist within the International Education Services study abroad team with respect to faculty-led programs.

UMBC is taking active steps toward internationalization and has only recently incorporated faculty-led programs into their program portfolio. This project has the potential to provide the University with helpful perspectives on how to manage and grow these programs in a strategic and sustainable way. Drawing on quantitative and qualitative data, as well as extant literature and peer practices in study abroad programs, our research aims to outline practical steps forward for UMBC. These methods and recommendations may also be helpful to peer institutions seeking to explore faculty-led programming within their own institutional contexts.

LITERATURE REVIEW

In order to gain a broad understanding of the challenges and opportunities related to faculty-led study abroad programs, we conducted a review of academic literature that examined the higher education context in several areas related to study abroad: internationalization; strategic planning and implementation; practical and theoretical approaches to study abroad programming; and student-specific factors influencing study abroad participation. The connections between and among different pieces of the extant literature led us to develop a model for internationalization that can facilitate navigation of salient themes and perspectives. Figure 2 presents our model of internationalization developed from a review of the higher education literature. Ultimately, we aim to provide a broad outline of internationalization utilizing our model's various components.

Our internationalization model begins with a single baseline factor (Enabling Leadership), which is a necessary but insufficient condition for institutional pursuit of internationalization. Second, the model explores factors (Influencing Factors) that must exist in order for institutions to successfully internationalize; these include Rationales, Faculty, and Institutional Culture/Structure. Third, with the understanding that these aspects must be in place, the model then highlights strategic planning and implementation as the next step in the internationalization process. Fourth, these preceding factors can result in internationalization -- both at home (Inbound) and abroad (Outbound). For the purposes of our study, we focused on outbound aspects of internationalization -- and on faculty-led study abroad programming and study abroad participation in particular -- including aspects that overlapped between the two areas (Curriculum, Faculty, and Pedagogy). Finally, our internationalization model addresses Evaluation and Assessment as an essential step in the process.

Figure 2
Internationalization Model

Enabling Leadership

Influencing Factors

Faculty

Rationales

Culture & Structures

Strategy

Internationalization

Inbound Participation

Outbound Participation

On Campus

Co-curriculum

Curriculum
Faculty
Pedagogy
Students & Scholars

Abroad

Academic Programs
[Faculty Led Study Abroad]

Assessment
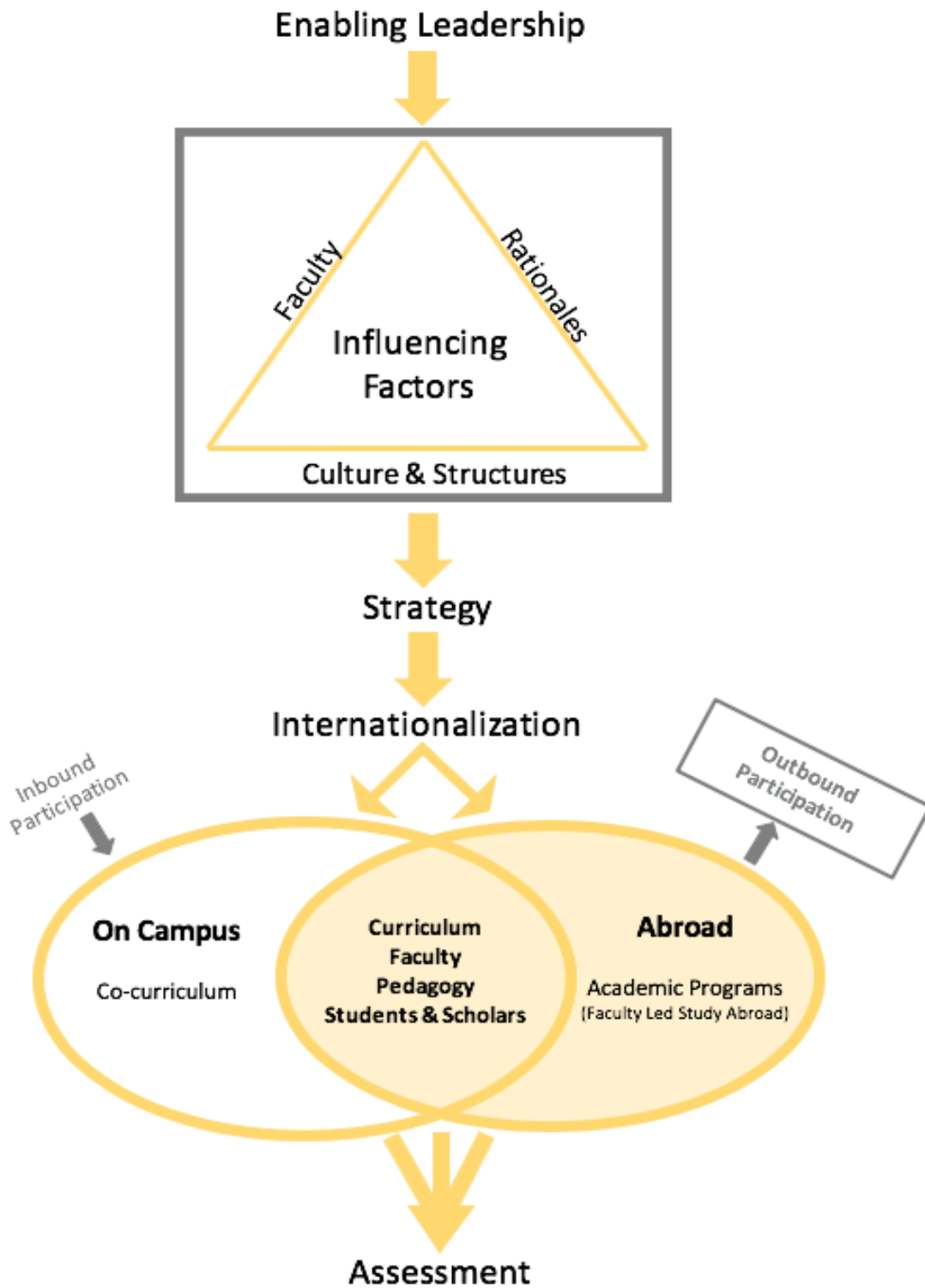
Internationalization of Higher Education

Evolving scholarly and institutional definitions of internationalization are key to understanding institutional internationalization efforts. Yet a central challenge of internationalization is a disagreement among key stakeholders about what the term means. While its definition has shifted over time, internationalization can generally be understood as a process that involves "integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p. 11). Over time, the literature has come to conceptualize internationalization as a continuum, with many scholars arguing that internationalization is multidimensional, going beyond promoting student mobility through study abroad or international student enrollment (Knight, 2004). Rather, truly comprehensive internationalization includes attention to and support for transnational linkages and partnerships, faculty and staff development, and curricular and co-curricular content -- along with organizational policies and structures that support these initiatives (Knight, 1994; Stromquist, 2007).

Internationalization can take many forms both within and among institutions, reflecting the different contexts in which American colleges and universities operate (Knight, 2004). As a result, internationalization "conveys a variety of understandings, interpretations and applications, anywhere from a minimalist, instrumental and static view... to a view of internationalization as a complex, all-encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and instruction as well as research activities of the university and its members" (Bartell, 2003, p.46). Moreover, an institution's understanding of and approach to internationalization is often dynamic, changing over time as leadership and stakeholders, institutional structures and resources, national and international contexts, and institutional cultures shift over time (Knight, 2004).

Figure 3
Defining the Internationalization Spectrum
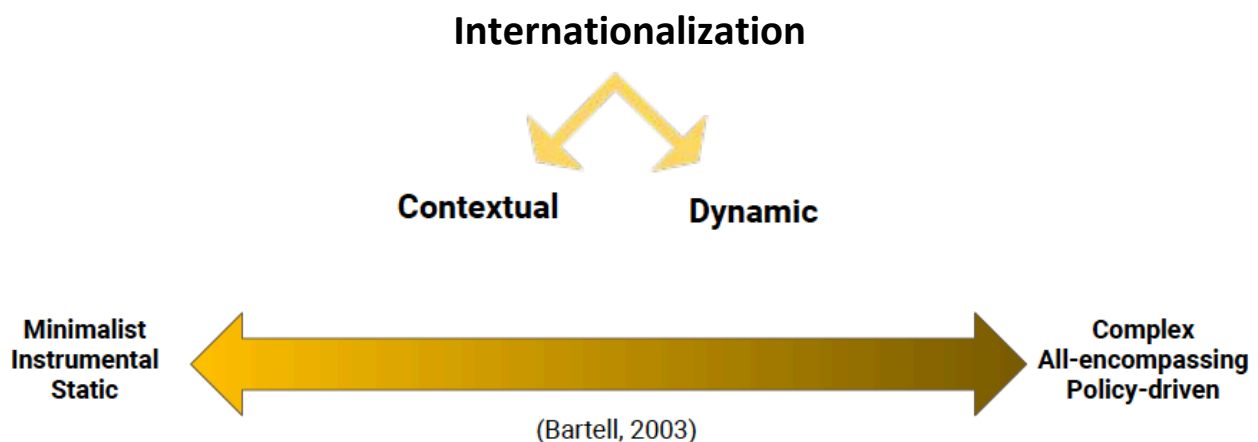
It is understandable that approaches differ among institutions, given the broad diversity of missions, structures, and resources within the American higher education sector; each institution must determine its own path. Yet it is essential that there is agreement *within* institutions about the definitions, goals, and outcomes associated with internationalization. Without consensus among key stakeholders, institutions are unlikely to make any progress. Moreover, they will have difficulty effectively assessing key outcomes and evaluating progress -- both in absolute terms, and in comparison with existing and aspirational peers (Hudzik & Stohl, 2009).

Enabling Leadership

Extant literature addressing internationalization recognizes the need for top-down support from institutional leadership (Childress, 2009; Green, 2002; Knight, 2004). Harari (1992) suggests the importance of a visible center or office dedicated to global issues, illustrating institutional priorities to internal and external university constituents. Institutions who have successfully worked toward internationalization tend to have leaders who support these efforts, and who communicate directly with internal and external stakeholders around the critical importance of internationalization. (Green, 2002). Yet for internationalization to succeed, other essential factors must align with this support.

Factors Influencing Internationalization Choices

The Central Role of College and University Faculty

Faculty engagement is central to institutions' internationalization efforts, as their role is fundamental to the research, teaching, and service functions of American colleges and universities (Childress, 2018; Green, 2002). Childress (2018) outlines five levels of faculty engagement in internationalization that can exist within an institution. She describes these levels as "*champions* (committed to internationalization), *advocates* (passionate about a particular aspect of internationalization), *latent champions and advocates* (potential supporters if exposed to international opportunities), *skeptics* (doubtful of the relevance of internationalization), and *opponents* (openly disagree with internationalization)." (p.39, emphasis added). In order for institutions to successfully engage faculty in the internationalization process, they must acknowledge and work to incentivize faculty at each level.

Institutional Barriers to Faculty Engagement

While the research on faculty attitudes toward internationalization is scant, Dewey and Duff (2009) report a number of barriers and disincentives that might prevent faculty participation in the internationalization process. These barriers include a lack of information, coordination, funding, and staff support, as well as an abundance of administrative policies and procedures that impede the pursuit of internationalization initiatives. Childress (2018) explores both individual and institutional barriers to faculty engagement, noting that faculty participation in internationalization often depends on whether and how institutions incentivize active engagement. Individual barriers include faculty attitudes, knowledge, skills, and competencies.

Institutional barriers, on the other hand, are financial, disciplinary, and rewards-based (Childress, 2018). For UMBC, understanding the last of Childress's institutional barriers is paramount in achieving faculty participation in faculty-led study abroad programs.

Finances

At many institutions, it is difficult for faculty to be abroad for long periods of time, given competing demands on their time and the financial resources required to travel overseas (Childress, 2018). This barrier can be exacerbated by challenges around funding in higher education more generally (Green, 2002). As institutions seek to internationalize, they must consider the costs associated with doing this well, and must be realistic about what is possible with the financial capital available to them while exploring opportunities to grow these resources.

Disciplines

A faculty member's disciplinary orientation can also influence their engagement with internationalization, since some disciplines more directly train faculty to address international issues (Childress, 2018). Moreover, Groennings and Wiley (1990) note that faculty tend to identify primarily as members of their discipline, rather than members of the institutions at which they work. Disciplines must therefore consider how best to encourage faculty to participate in and engage with internationalization initiatives on their campuses, while institutions must familiarize themselves with disciplinary perspective in order to effectively communicate the value of internationalization to their faculty.

Academic Reward Structures

Childress (2018) argues that the current faculty reward system provides little incentive for faculty to align their goals with those of an internationalization agenda. While academic reward systems can differ somewhat among disciplines and institutions, they can generally be understood as "the many ways in which an institution and field regards faculty -- including, but not limited to, how it recruits, sustains, assesses, and advances faculty throughout their careers" (O'Meara, 2011, p.162). Given that these systems can explain how faculty make professional choices and prioritize their time (O'Meara 2011), they play an important role in incentivizing and disincentivizing faculty from participating in internationalization efforts more generally and in study abroad program leadership in particular. Yet faculty and administrators often agree that academic reward structures do not align with their institution's mission and needs (O'Meara, 2011).

In their exploration of the various domains of scholarship, Braxton, Luckey, and Holland (2002) propose a restructuring of academic reward systems in order to incorporate and institutionalize the legitimacy and value of each of these domains. In this sense, reward systems provide a platform for institutions to illustrate what makes them unique among their peers (O'Meara, 2011). This applies similarly when it comes to affecting institutional change around internationalization priorities. As Childress (2018) suggests, institutions must incentivize faculty to incorporate international dimensions into their scholarship. Keeping in mind that tenure and promotion policies should align with an institution's mission and vision, (Braxton, et al., 2002),

leaders can create policies and incentives that address structural barriers that exist within the academic rewards system and support the outcomes that they hope to achieve.

Rationales

Institutions' reasons for internationalization vary widely, though they tend to fall into one of four categories: economic, political, academic, and sociocultural (Childress, 2018; Knight, 2004). *Economic* rationales often ascribe importance to career readiness, income generation, and local, state, and national economic growth (Childress, 2018). These priorities are often reflected in institutional choices, including curricula that highlight skills for the growing knowledge economy, the recruitment of international students (many of whom are ineligible for financial aid), and research and program partnerships with local and global industries and organizations. *Political* rationales view internationalization as a way to ensure that students are culturally aware and possess skills that they will need to confront the country's most pressing national security and foreign policy issues (Childress, 2018); foreign language requirements, study abroad, formal partnerships with foreign institutions and governments, and research priorities around international development often indicate a political rationale.

Colleges and universities often indicate an *academic* interest that manifests in efforts to provide students with global critical thinking skills (Childress, 2018). These goals are often reflected in efforts at curriculum internationalization, a diversification of the student body to include students from many countries and cultures, and institutional support for education abroad. Finally, institutions may be motivated by *social and cultural* rationales, such as improving students' intercultural competencies and promoting the peaceful exchange of ideas across cultures (Childress, 2018). In these instances, institutions often emphasize the importance of intercultural communication skills through curricular requirements or programming efforts, although these are notoriously difficult to measure (Childress, 2018; Deardorff, 2006).

Institutional rationales for internationalization are often complex and multifaceted, making them difficult to place into a single category. Moreover, other themes and rationales have emerged at both institutional and national levels that suggest overlap between these categories and rationales (Knight, 2004). These themes include increasing institutional desires for international recognition, student and staff development, income generation -- often due to proportional decreases in funding from other sources, strategic alliances, and support for research and knowledge production (Knight, 2004).

Institutional Culture & Structures

Many scholars examining internationalization highlight the role of institutional structures and culture in explaining institutions' choices. Scholars have defined universities as "loosely-coupled systems," in which elements are simultaneously linked to and independent from one another (Orton & Weick, 2011). In practice, this means that institutions of higher education often contain many functional units that operate independently -- though they share a broader institutional identity (Childress, 2009; Orton & Weick, 2011). Structures defined by a presence or absence of

centralization, hierarchy, and strong faculty governance can also influence an institution's commitment to internationalization (Bartell, 2003). Overall, universities' complex structures can impede consensus and therefore progress toward internationalization -- even if it is an institutional priority (Bartell, 2003).

Organizational structures are ultimately part and parcel of a larger discussion around the role of university culture. Bartell (2003) illustrates how aspects of university culture might explain different institutions' internationalization choices. Understanding that universities tend to approach internationalization in different ways, he suggests that the process can be viewed as a continuum that ranges from minimal and superficial to comprehensive and complex. Correspondingly, Bartell presents a typology of university cultures along two dimensions (strength and orientation), suggesting that institutions with a strong culture and external orientation might take a more comprehensive approach to internationalization.

Given that institutional culture can both facilitate and create challenges for those seeking to internationalize their campuses, this theoretical framework is helpful as we consider where an institution might exist on the internationalization spectrum. Universities and their leaders can choose precisely where they aim to exist on this spectrum given their individual environments, contexts, and cultures (Bartell, 2003; Chan & Dimmock, 2008). Bartell's framework is particularly useful for leaders who may be new to an institution; considerations of culture may be crucial to understanding the possibilities and challenges that exist within their new context as they forge connections between their culture and the managerial and financial choices that they make (Bartell, 2003; Chan & Dimmock, 2008). Of particular interest to UMBC, Bartell implies that younger institutions of higher education can leverage their relative youth, and a culture that is perhaps less entrenched, as an opportunity to engage with the world strategically and comprehensively.

Strategic Planning

Institutions' mission statements and messaging often do not align with their campus culture, practices, or policies (Green, 2002). In part, this is because key stakeholders often disagree about what internationalization means for their specific institution. Without a clear definition of internationalization in the context of a single institution, colleges and universities may hinder action in pursuit of specific outcomes or may act in a way that is disjointed and that does not support or sustain institutional goals. Yet alongside the clear need for a single institution-wide definition of internationalization, institutions must also create a plan that provides direction for campus stakeholders throughout the internationalization process (Childress, 2018). Extant literature on strategic planning and implementation give insight into how institutions can move from rhetoric to reality.

Kotler and Murphy (1981) define strategic planning as "the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities" (p.471). Strategic planning is differentiated from other types of planning because of its intentionality; it is proactive rather than reactive (Childress, 2018; Tromp & Ruben, 2004). In the

context of higher education, institutions must ensure that their choices align with their missions and goals, while also responding to widespread calls for accountability (Gioia & Chittipeddi, 1991). The process of strategic planning can be understood as bi-directional; while leaders develop goals, those responsible for implementation are in charge of determining how to make these goals a reality (Kotler & Murphy, 1981). Institutional leaders, therefore, are the drivers of strategic planning efforts for internationalization (Childress, 2009; Kotler & Murphy, 1981; Tromp & Ruben, 2004).

Often, failed efforts at strategic change, including internationalization, have roots in a poorly developed and implemented plan (Tromp & Ruben, 2004). As a crucial part of this process, Gioia and Chittipeddi (1991) highlight the need for institutional leaders to engage in sensemaking in their attempts to initiate strategic changes; leaders must articulate a convincing vision that inspires campus stakeholders to support and implement any changes that would enable that vision to become reality. While leaders *can* set goals unilaterally, scholars suggest that it is advisable to incorporate other campus stakeholders into the process (Tromp & Ruben, 2004), both to provide helpful perspectives and ensure that stakeholders feel involved in the process (Kotler & Murphy, 1981). As institutions develop and implement internationalization plans, they should seek to advance a message that captures the meaning and importance of internationalization on their campus (Gioia & Chittipeddi, 1991).

While strategic planning and management are often considered essential at the highest echelons of an institution, they are also important for those within specific offices seeking to change or grow. Robinson and Pearce (1983) and Mazzarol, Reboud, & Soutar (2009) explore the role of strategic planning within small firms, which may have similar characteristics to smaller offices within institutions. This is particularly relevant to growth-oriented small offices, which require resources in order to grow, and which must learn how to align resources with strategic goals (Mazzarol, et al., 2009). The authors suggest that barriers to growth are primarily internal; a firm must be capable of managing the growth process in order to grow successfully (Mazzarol et al., 2009). Extant literature also suggests that the planning process in itself can be beneficial to small firms and units within larger organizations (Mazzarol et al., 2009; Robinson & Pearce, 1983; Tromp & Rubin, 2004), though there is disagreement among scholars regarding whether formal planning is more helpful than informal planning. Ultimately, Mazzarol et al. (2009) suggest that small firms should develop processes for benchmarking their efforts against best practices in the field, and should also work to develop a clear and communicable vision for their efforts. At face value, these recommendations seem relevant to small international education offices, who may find best practices helpful in crafting their own approaches to study abroad, and who must communicate the value of their work to the broader university community.

Strategic Implementation

Bourgeois & Brodwin (1984) identify five approaches to strategic implementation, based on level of centralization in leadership, organizational structures, collaboration, organizational culture, and divisions between those involved in strategy development and implementation. Given the role of faculty governance in higher education and the often-decentralized nature of universities'

academic and administrative units, two of these models seem most directly applicable. First, the Collaborative Model focuses on the incorporation of top-level management in the decision-making process in order to ensure institutional commitment to the strategy. Second, the Cultural Model of strategic implementation focus on infusing a common, enabling culture throughout all levels of the organization. As academic leaders consider their own institutions, they should be thoughtful about which approach might be most effective given their specific contexts.

Childress (2018) looks to strategic planning literature specifically to gain insights regarding the implementation of plans, acknowledging that the internationalization literature focuses on the plans themselves, rather than implementation of said plans. She identifies five elements of strategic plan implementation that emerge: *intentionality* of the plan, *information* sharing with constituents, widespread *involvement* to develop a sense of "shared ownership," *institutional* networks with the social capital to garner stakeholder support, and *incentives* for actions that further the goals of the plan (Childress, 2018). As institutional leaders consider how best to move forward with the plans that they have developed, they may find it helpful to keep these criteria in mind, both as a guide, and as a measure of success.

Internationalizing the Curriculum

For institutions seeking to grow their portfolios of study abroad programs and increase student participation in globally-focused courses and opportunities, curriculum can act as a barrier or provide crucial support for these efforts. Colleges and universities often face challenges when it comes to incorporating an international dimension into the undergraduate curriculum (Childress, 2018; Dewey & Duff, 2009; Harari, 1992). Burn (2002) suggests that these challenges may help explain why the locus of internationalization tends to fall within the realm of student mobility. Yet study abroad programming should ideally reflect the international objectives of an institution's undergraduate curriculum. Extant literature on curriculum internationalization provides insights into the challenges and opportunities that exist within this sphere.

Faculty Support

Curriculum traditionally falls under the domain of college and university faculty (Bond & Thayer Scott, 1999; Childress, 2018), who determine the broader contours of what is considered essential for students to learn throughout their undergraduate years, disciplinary requirements for undergraduate majors, and specific course content. As a result, faculty play an outsized role in internationalizing the undergraduate curriculum (Bond & Thayer Scott, 1999; Bond, 2003; Bond, Qian, & Huang, 2003). The literature explores a number of methods for gaining faculty support for curriculum internationalization. Some suggest that institutional leaders must make an intellectual argument for internationalization, rather than a practical one (Bond & Thayer Scott, 1999). Others posit that interventions and trainings may be fruitful in shifting faculty perspectives (Schuerholz-Lehr, Caws, Van Gyn, & Preece, 2007). However, many indicate that the best way to convince faculty of the importance of curriculum internationalization is through their disciplines (Barber et al., 2007; Geisler et al., 2007; Groennings & Wiley, 1990). Acknowledging that "the harbingers of changes in the curriculum are new perspectives in the disciplines"

(Groennings & Wiley, 1990, p.11), disciplinary associations may provide an important focal point for institutional leaders, particularly because the philosophical underpinnings of undergraduate curricula are often confined by disciplinary boundaries (Bonfiglio, 1999). While it is possible that any of these suggestions could be helpful on its own, institutions should consider a multifaceted approach to gaining faculty support for internationalization, with the goal of connecting with as many faculty as possible.

Methods & Venues

Curriculum internationalization literature suggests a number of approaches to and venues for embedding international content within the undergraduate curriculum. Leask (2001) argues that institutions should shift their focus from content to process, highlighting program strategies that can help align pedagogy and university policies, such as course design structures and pathways, opportunities to develop international perspectives, and strategies for internationalization with a focus on teaching and learning. Institutions should also make an effort to understand student perspectives on internationalization within the curriculum (Zimitat, 2008), which can help them assess the effectiveness of their internationally focused curricular initiatives and respond accordingly. While some scholars focus on process, others focus on the placement of international content within the curriculum. Many point primarily to general education and language requirements as a venue for the dissemination of international content (Harari, 1992; Pickert & Turlington, 1992). Yet successful curriculum internationalization would ultimately go further, incorporating international and intercultural subject matter throughout the entire institution (Pickert & Turlington, 1992).

Pedagogy

Study abroad is grounded in the idea of learning as a process that creates knowledge through hands-on experience (Kolb, 1984). Experiential Learning Theory (ELT) situates the *experience* at the center of the learning process in order to create an authentic, learner-centered opportunity. The learning process thus becomes a holistic experience, moving from abstract conceptualization to active experimentation, concrete experiences, and reflective observation. Learners can enter at any point in the cycle and move through each of the four learning phases, building cognitive development through a dynamic and balanced learning experience (Kolb & Kolb, 2008).

Experiential Learning Theory builds on the theories of scholars such a Dewey, James, Piaget, and Freire, coalescing around six intentions:

1. *"Learning is best conceived as a process, not in terms of outcomes*.
2. *All learning is relearning*. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas.
3. *Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world*.
4. *Learning is a holistic process of adaptation*.

5. *Learning results from synergetic transactions between the person and the environment.* Thus, people create themselves through the choice of actual occasions they live through.

6. *Learning is the process of creating knowledge.*"

<div align="right">(Kolb & Kolb, 2008, p.43)</div>

Study Abroad and Curriculum Integration

Given that many institutions tend to focus on study abroad as an important aspect of internationalization, integrating these experiences into the undergraduate curriculum is key to curriculum internationalization more broadly (Brewer & Cunningham, 2010; Collentine, 2011; Raby, 2007). Raby (2007) acknowledges that the combination of academic content and physical presence makes education abroad a particularly effective approach to curriculum internationalization. Yet it is important that education abroad programs explicitly incorporate learning goals and expected outcomes into their planning and assessment processes, so that institutions can understand the relationship between internationalization and learning (Brewer & Cunningham, 2010). Moreover, if transformative learning in study abroad relies on alignment with on-campus curricula (Brewer & Cunningham 2010), then the importance of this process cannot be understated.

Collentine (2011) further highlights the need to align campus and program curricula. This requires that institutions take an active approach in preparing both students and faculty for their participation in programs abroad. Brewer and Cunningham (2010) make a strong argument about the importance of faculty development activities, such as site familiarization visits, research abroad during a term or a break, or leading students abroad, all of which allow faculty to understand the experiences of students and connect with colleagues abroad. Moreover, these activities can help garner faculty support, stimulate curriculum integration efforts, and improve both the logistical and academic components of study abroad programs at an institution. As UMBC seeks to develop its faculty-led study abroad programs, these faculty development activities will be especially important in order to build a sustainable, high-quality portfolio of programs.

Faculty-Led Study Abroad Programs

Faculty-led study abroad programs provide rigorous and relevant educational opportunities for enriching academic experiences and fostering global development. Faculty -- as individuals or teams -- typically design, plan, and execute these programs in collaboration with their institution's international education office. Research, although limited, suggests that faculty-led study abroad programs are a valuable format for achieving the dual objectives of students' academic and personal growth across disciplines (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Babb, Womble, & De'Armond, 2013; Chieffo & Griffiths, 2009; Chieffo & Spaeth, 2017; Hadis, 2005; Lee & Negrelli, 2018; Llanes & Muñoz, 2009; Pence & Macgillivray, 2008; Tarrant, Rubin, & Stoner, 2015). Perhaps more importantly, these programs may also offer students a safer and more structured opportunity to explore new cultures (Gaia, 2015).

Program Development

Planning and executing a successful faculty-led study abroad program is a complex, iterative process that requires consideration of a handful of essential elements, including: program location, opportunities for cultural immersion and engagement, academic rigor, and links between the program's learning objectives and goals and those of the broader institution (Babb, Womble, & De'Armond 2013; Cole, 2018; Eckert, et al., 2013). In planning these programs, faculty and administrators must keep in mind that a course cannot take full advantage of the opportunities that study abroad provides if it is taught exactly the same way it would have been on campus; rather, an effective study abroad program should take into account the relationships between students, faculty, course content, and host culture (Coryell, 2011). This planning process typically takes longer than twelve months, and involves the following elements: rationales and structures, rigor and relevance, and program logistics.

Rationales and Structures

Once a university commits to launching, enhancing, or streamlining faculty-led study abroad experiences, it must then decide upon the structure of the faculty-led program: a *partnership* with another university, experiences based on *personal contacts*, and/or collaboration with a third-party *provider*. Each of these options provides different benefits based on an institution's needs. University partnerships allow for programs to take advantage of local institutional connections and existing structural supports. Personal contacts allow for greater flexibility; since the faculty leader has a professional relationship with the local contact, it is possible to adapt the program's agenda to align with student interests and unexpected learning opportunities that emerge. Finally, partnering with a third-party provider allows faculty to focus on teaching and student interaction, while the partner organization manages program logistics and emergency protocols (Butler, 2017; Chieffo & Griffiths, 2009; Kurtzman, 2017; McCallon & Homes, 2010).

All of these structures can facilitate programs that provide students with opportunities that would not exist during a traditional study abroad experience (Babb, Womble, & De'Armond 2013), yet developing new programs can be both time and labor-intensive. Given the complexities that arise in planning due to the significant levels of variation between and among each program, the literature suggests that a dedicated staff member in the international office serve as point person to ensure academic quality, risk management and logistical support, and overall alignment with the university's strategic plan (Hulstrand, 2016).

Rigor and Relevance

Faculty-led program development must be process-oriented and iterative (Colpitts, 2014). In this vein, Cole (2018) outlined the "*Touch points of program development*" as an iterative process for creating and implementing a faculty-led study abroad program. Appendix 1 outlines Cole's process, including six touchpoints that faculty and administrators should review and adjust throughout the planning process as new ideas and insights emerge. This process reflects the experience of program leadership; one must be flexible and able to adapt as unexpected situations arise. Leaders must also have the "cognitive flexibility" to quickly transition plans and

expectations to best meet program learning goals while maintaining the core of the program experience (Cole, 2018).

Eckert, Luqmani, Newell, Quraeshi, & Wagner (2013) similarly developed a four-step process that can be used for the development of faculty-led study abroad programs. While this model's planning, marketing and conducting phases overlap with Cole's model, Eckert's fourth phase highlights the need for and importance of program evaluation, which Cole does not explicitly include. These evaluations should be completed by students, faculty, program leaders and/or providers alike, and should be administered when memories are fresh to ensure that they accurately reflect program outcomes and identify opportunities for improvement (Eckert, et al., 2013).

Beyond the program design process, extant research suggests that academic learning prior to the experience is a best practice that enables students to apply and connect their learning, supporting global and personal development as well as new content knowledge (Gia, 2015). Reflecting this practice, Pasquarelli's framework (2018), shown in Appendix 2, offers a series of guiding criteria that can ensure that the curriculum of a study abroad experience is both academically sound and culturally relevant. Ultimately, UMBC should seek to intentionally align its new faculty-led programs with the curriculum, mission, goals, and objectives of the institution, providing a balance between rigor and relevant course content. (Babb, Womble, & De'Armond, 2013; Chieffo & Griffiths, 2009; Rexeisen, Anderson, Lawton, & Hubbard, 2008).

Program Logistics

While planning dynamic learning experiences, faculty must be intimately involved in the development of logistical processes and information. McCallon and Holmes (2010) have identified at least 5 focus areas that are key in creating the conditions for successful learning – classroom facilities, the daily itinerary, accommodations, meals, activities, and budget. Thinking about these logistical areas helps solidify the overall structure of the program (Butler, 2017; Tayloe, 2017; Robinson, 2017; Wilkie, 2018). Within each area, program managers and faculty must think through a number of questions to ensure that the environment is conducive to learning and engages students within the local cultural context. For example: will the classroom facilities support the academic needs of the program (Tayloe, 2017)? When designing the itinerary and activities, have planners evaluated levels of participant exhaustion, excursion proximity, debriefing times, as well as time for independent exploration (Campbell & Walta, 2015; Lee & Negrelli, 2018; McCallon & Holmes, 2010)? Accommodations and meals can also be part of the learning experience; how can these be arranged – whether in dorms, homestays, field station, or apartment -- so that student learning is maximized (McCallon & Holmes, 2010; Tayloe, 2017)?

The overall program budget and cost contingency plans are also central to the smooth execution of the program; how can faculty and staff ensure that these budgets are realistic and inclusive, and considerate of any potential hidden costs (McCallon & Holmes, 2010; Robinson, 2017)? One example of inclusive program design is disbursing a per diem to students to cover meals not otherwise provided. This option serves multiple purposes, allowing for regular check-ins with

students that set the stage for the week ahead while ensuring that students have returned from any weekend travel (McCallon & Holmes, 2010). As part of the budget process, risk management and insurance processes must be clearly reviewed and outlined so that faculty are aware of the University's expectations and requirements, and of the U.S. Department of State's travel warning policies (Cole, 2018; Kurtzman, 2017; McCallon & Holmes, 2010; Wilkie, 2018).

Once faculty and staff establish the program objectives and logistics, faculty play a key role in program outreach and recruitment, while the international office and other offices on campus support their efforts (Shipley, 2017; Eckert et al., 2013). Program marketing should occur via campus-wide events, classroom visits, targets emails and word of mouth (McCallon & Holmes, 2010; Shipley, 2017), and should be targeted toward students whose academic goals and interests align with the content of the program.

Study abroad often produces the kind of "emotional disequilibrium" that cognitive dissonance that transform student perspectives (Brewer & Cunningham, 2009). Yet these experiences also require sufficient preparation. The literature emphasizes the importance of pre-departure orientation workshops (Brewer & Cunningham 2009; Graham & Crawford, 2012), which provide students with adequate information to prepare them for their study abroad experience. Two types of information are central to these pre-departure meetings. The first is *logistical*, covering topics such as risk management, health and safety, budgeting, necessary paperwork, and other administrative requirements (Cole, 2018; Frederick, 2017; McCallon & Holmes, 2010). The second pertains to acculturation and global learning, introducing students to the culture that they will experience abroad. By providing students with skills and mechanisms to process their experience in productive ways, faculty and staff can ensure that students will achieve the intended learning outcomes. In order to reinforce these processing mechanisms and support students through a holistic learning process, faculty must be well trained in skills and techniques for effective acculturation (Brewer & Cunningham, 2009; Graham & Crawford, Hulstrand, 2015; 2012; Kirchgasler, 2017; Lee & Negrelli, 2018; McCallon & Holmes, 2010; Medina-Lopez-Portillo, 2004; Pasquarelli, 2018; Wilkie, 2018).

Evaluation and Assessment

Scholars of internationalization and international education have increasingly recognized the need to assess the inputs, outputs, and outcomes associated with internationalization (de Wit, 2009). Hudzik and Stohl (2009) argue that institutions that do not emphasize assessment convey that internationalization is not an institutional priority. Conversely, having empirical evidence of the value that internationalization provides is crucial for gaining financial and structural support from campus leaders and stakeholders (Hudzik & Stohl, 2009). Ultimately, those advocating for internationalization must be able to illustrate how it contributes to an institution's overarching goals and mission (Deardorff, Pysarchik, Yun, & De Wit, 2009; de Wit 2009; Hudzik & Stohl, 2009; Tromp & Ruben, 2004).

An institution's mission should serve as the starting point in developing assessment plans for internationalization. While the goal is ultimately to illustrate outcomes, which justify resource

allocation and spending, as well as the work itself (Hudzik & Stohl 2009), it is also necessary to measure inputs and outputs, which indicate progress toward particular goals (Deardorff, 2009; Hudzik & Stohl, 2009). At the program level, administrators must actively seek to understand whether programs have achieved their learning outcomes (Deardorff, et al., 2009). Ultimately, institutions and key stakeholders must agree on the goals and corresponding outcomes that will illustrate success. As UMBC seeks to establish and grow its portfolio of faculty-led study abroad programs, it should consider the role of assessment tools in communicating the value of these programs to students, faculty, and the broader university.

Study Abroad Outcomes

Extant literature includes limited large-scale assessments of study abroad outcomes; most research focuses on small-scale case studies (Deardorff, 2015). One of the largest studies compared two groups of students that took the same course; the first group enrolled in the course as part of a short-term study abroad program (1500 students), while the second group enrolled in the course on the domestic main campus (800 students). The study found that students who studied abroad were more likely to reflect on their cultural practice and were more patient with non-English speakers when compared with students who took the course in a traditional setting (Chieffo & Griffiths, 2009). Llanes and Muñoz (2009) similarly found that short-term programs produce significant gains on most measures of efficacy and global competency, and also increased students' proficiency in the program's academic domains.

Since study abroad provides such powerful opportunities for both academic and personal learning, faculty and staff must create clear assessments plans in order to measure the achievement of a program's learning goals (Association of American Colleges and Universities (AAC&U), 2018; Deardorff, 2018; Llanes & Munoz, 2009; Chieffo & Griffiths, 2009). To facilitate the creation of these assessment plans, the Association of American Colleges and Universities (AAC&U) has developed a Global Learning VALUE Rubric (2018). Appendix 3 presents the full rubric, which aims to support global learning around six themes, which are intended to complement students' academic learning:

1. Global Self-Awareness
2. Perspective Taking
3. Cultural Diversity
4. Personal and Social Responsibility
5. Global Systems
6. Knowledge Application

By keeping assessment at the forefront of the planning process, faculty can strengthen teaching and learning practices by raising expectations around learning, engaging students more deeply in the learning process, promoting coherence throughout the experience, and cultivating relationships between students and faculty (Deardorff, 2015; Deardorff, 2018; Gaia, 2015; McCallon & Holmes, 2010).

Study Abroad Participation

As we seek to assess internationalization broadly, and study abroad programs more specifically, we have chosen to explore factors influencing study abroad participation separately. There is a large (and growing) body of literature addressing study abroad participation; understanding these factors is critical in informing an institution's strategy and programming choices. Study abroad opportunities in the United States have historically been afforded to the female students from wealthy, white families; the study abroad participant population has not yet caught up with demographic shifts within the U.S. college student population (Council on International Educational Exchange (CIEE), 1988; Mullen, 2014). UMBC is representative of a number of emerging demographic trends in American higher education, including growth in first-generation, minority, STEM, and non-traditional students. These trends pose challenges to campus leaders who seek to provide students with equitable access to academic opportunities once they arrive on campus. Given the common perception among scholars and practitioners that study abroad is not possible for students of color and first-generation or low-income students (Thrush & Victorino, 2016), institutions -- and MSIs in particular -- should consider how they can best develop academically and culturally relevant programs for the students that they serve (Blake, Gasman, Esmieu, Castro Samayoa, & Cener, 2019).

While much of the research on study abroad participation focuses on small-scale institutional data and case studies, a review of the literature indicates a number of factors that may influence the likelihood that a student will express interest or participate in a study abroad program, highlighting gaps and areas of underrepresentation. Student characteristics can generally be organized into three overarching areas: student background characteristics, academic and campus participation characteristics, and student enrollment characteristics.

Student Background Characteristics

Extant literature explores various student background characteristics that may contribute to or hinder study abroad participation, including first-generation student status, race and ethnicity, gender, and student age.

First-Generation Students

First-generation students comprise an increasing proportion of the overall college-going population in the United States, a trend that has long been apparent at UMBC. Much of the literature on study abroad has only recently begun to address this important subgroup of students. However, available literature suggests that first-generation college students often rule out study abroad as an option due to perceptions of frivolity, irrelevance, and high costs (Desoff, 2006; Martinez, Ranjeet, & Marx, 2009; Twombly, Salisbury, Tamanut, & Klute, 2012). Since first-generation students may not have previously had an opportunity to travel outside the United States (Thrush & Victorino, 2016), colleges and universities must often reconsider how they frame the value of study abroad and provide logistical details that students whose parents or other family members attended college may already know. Currently, there is limited research in this area to support increasing participations rates. However, the Council for Opportunity in

Education (COE) found that working with TRIO program staff can positively influence participation by reframing perceptions around study abroad participation for the students they serve (Martinez, et al., 2009).

Race and Ethnicity

Study abroad has traditionally been an activity for students identifying as White (CIEE, 1988; Ganz, 1991). Scholars and practitioners have identified major barriers to study abroad participation, including "finances; family concerns and attitudes; fear of racism and discrimination; historical patterns, expectations and attitudes; institutional factors; and a lack of relevant study abroad programs" (Brux & Fry, 2010, p.513; Blake, et al., 2019). Moreover, a lack of modeling helps perpetuate this underrepresentation; students who do not see others with similar backgrounds or circumstances studying abroad are unlikely to prioritize these experiences for themselves (Thrush & Victorino, 2016). Twombly et al. (2012) also remind us that many students of color must already navigate cultural differences in their daily lives, which may further explain low participation rates in study abroad. These factors contribute to a disproportionately low number of students of color participating in study abroad, although these numbers have grown in recent years (IIE, 2018). At the same time, Minority Serving Institutions send a disproportionate number of students of color abroad (Blake, et al., 2019; Esmieu, et al., 2016). Given the racial and ethnic diversity of UMBC's undergraduate population, the University should consider its programmatic and outreach functions with this research in mind.

Gender

Study abroad has long been a predominantly female undertaking, creating an imbalance that has long frustrated practitioners, scholars, and policymakers (Salisbury, Paulsen, & Pascarella, 2010). While some have suggested that this gender gap exists because women are more likely to pursue studies in humanities and social science disciplines that have long promoted study abroad, the gender gap persists among students in STEM fields (Desoff, 2006; Salisbury, et al., 2010; Selingo, 2019). Salisbury, Paulsen, & Pascarella (2010) provide a theoretical framework for student decision-making that attempts to understand the gender gap in study abroad participation, suggesting that gender differences influence how students become interested in studying abroad, especially when it comes to accruing social and cultural capital prior to college. As the authors note, influential authority figures and educational contexts appear to influence women's intent to study abroad, while peers, experiences, and personal values appear to shape men's intent to study abroad (Salisbury, et al., 2010). These findings suggest that differentiated outreach may be helpful in increasing the number of male participants -- a strategy that may be particularly useful at UMBC.

Age

Very little literature exists regarding the relationship between student age and study abroad participation. Much of the study abroad research examines participation among traditional-aged students. However, some recent literature has focused on community college student participation in study abroad -- those who are more likely to be older, non-traditional students who may face additional responsibilities and barriers (Twombly, et al., 2012). Peppas (2005)

examined shorter-term study abroad outcomes for non-traditional working adults attending school part time are often unable to take advantage of study abroad programs. He found that short-term, structured programs are more practical and are perceived as more effective for working adult students (Peppas, 2005). Coryell (2011) similarly explored adult learning within the context of short-term study abroad, arguing that those designing programs for adult learners should align their approaches with theories of adult learning.

Socioeconomic and Financial Aid Status

Finances are a commonly discussed barrier to study abroad participation, particularly among international education practitioners (Brux & Fry, 2010; Twombly et al., 2012). Student perceptions related to program and travel costs must be viewed with an eye to intersectionality; they are often cited as barriers to participation for students of color, but tend to affect racial and ethnic groups differently (Twombly, et al., 2012). Salisbury, Umbach, Paulsen, and Pascarella (2009) have found empirical support for these anecdotal arguments, citing data indicating that a lack of financial capital can reduce the likelihood that a student will even consider studying abroad. The authors further posit that financial assistance may not always be the panacea for low participation rates; rather, social and cultural capital may play an equally important role in influencing study abroad participation (Salisbury, et al., 2009). In a later study, Salisbury, Paulsen, and Pascarella found that the type of financial aid may also be an important factor, suggesting that grants may be the only way to increase study abroad participation (Salisbury, et al., 2011).

Academic Characteristics and Campus Participation

Grade Point Average

Study abroad students tend to have higher grade point averages (GPAs) than students who do not study abroad (Esmieu, et al., 2016). At the same time, scholars acknowledge that students with higher GPAs may self-select into the application process, and that study abroad participants may also enter the application pipeline with higher GPAs due to existing eligibility criteria for program participation (Hadis, 2005). While extant literature does not suggest that institutions should promote study abroad to students who are not academically prepared, program requirements may be creating artificial barriers for some students that institutions may be able to address with programs administered in-house.

STEM

Students pursuing studies in Science, Technology, Engineering, and Mathematics (STEM) have long been underrepresented in study abroad (Blumenthal & Laughlin, 2009; Desoff, 2006; Leggett, 2011). While today, STEM students make up the largest bloc of study abroad participants overall, they are still underrepresented with respect to the number of students pursuing these degrees on their home campuses (IIE, 2018). One oft-cited concern for these students is related to curriculum integration; engineering students often face challenges incorporating study abroad into curricular structures requiring that courses be taken in a particular sequence (Blumenthal & Laughlin, 2009). Ultimately, many suggest that English-language programs that include research or internship experiences may be appealing to STEM students, and that positive, short-term

experiences abroad may inspire them to return for longer periods at a later date (Blumenthal & Laughlin, 2009; Desoff, 2006; Leggett, 2011). These suggestions may be particularly helpful for UMBC, where students are more likely to be STEM-focused.

Honors Programs

Literature connecting honors program students and study abroad participation explores both individual and academic qualities that may positively influence students' choices to study abroad. Achterberg (2005) notes that honors students may naturally be more intellectually curious, academically experienced, motivated, and self-directed than non-honors students. She further acknowledges that honors students' propensity to achieve advanced academic standing provides them with the flexibility to study abroad (Achterberg, 2005). Other scholars have noted alignment between the goals of honors education and study abroad, including close relationships with faculty, participation in research, experiential learning, and critical thinking (Levy, 2000). While some honors programs appear to recommend or require study abroad participation, scholars have also suggested that honors programs may prove valuable partners in the development of short-term study abroad programs.

Athletics

Extant literature indicates a potential negative relationship between participation in college athletics and study abroad, due largely to concerns about missing a season of athletic competition (Paus & Robinson, 2008). Other authors have made similar suggestions about athletes' need to remain on campus during the regular semester (Desoff, 2006; Huebner, 2006). Student-athlete participation in study abroad, therefore, may require active partnerships between study abroad offices and athletics coaches and administrators, to ensure consistent messaging and accurate information.

Living/Learning Communities

In living/learning communities, "students live together in a residential environment and share common courses, projects, and experiences while being actively engaged by faculty and staff" (Daffron & Holland, 2009, p.198). The design and organization of these communities varies from institution to institution, but they often serve to build connections between the academy and the "real world" (Daffron & Holland, 2009). Zhao & Kuh (2004) suggest that students who are members of living/learning communities are more likely to be involved in other high-impact activities, including study abroad. In a similar vein, Inkelas, Soldner, Longerbeam, & Leonard (2008) have developed a typology of living-learning programs that includes a "cluster" of "Large, Comprehensively Resourced, Student Affairs/Academic Affairs Collaboration" programs, through which students are able to access resources and programs, including study abroad. This suggests that living/learning community participation may either directly or indirectly relate to study abroad participation, informing opportunities for programming and outreach at colleges and universities.

Student Enrollment Characteristics

Very little literature exists around the relationship between specific student enrollment characteristics (part-time enrollment status, residential status, in-state residency, or transfer student status) and study abroad participation. The closest relevant literature highlights community college and non-traditional students, most of whom are part-time and live off-campus during their time enrolled. Literature about community college students suggests that work and family commitments may inhibit students from considering and participating in study abroad programs (Desoff, 2006; Peppas, 2005; Twombly, et al., 2012). Limited research suggests that transfer students tend to engage less frequently with living/learning communities, study abroad, and other high-impact practices (HIPS), when compared with their non-transfer peers (Zilvinskis & Dumford, 2018), suggesting that this factor may be influential in students' study abroad choices.

Faculty-Led Programs as Access Points to International Education

Based on the literature exploring the relationship between student background, academic, and enrollment characteristics and study abroad participation, faculty-led programs appear to provide an important opportunity for students who may not fit into the "traditional" study abroad stereotype. Many students do not have the time, resources, or inclination to study abroad for a full semester, whether first-generation (Martinez, et al., 2009), non-traditional students (Coryell, 2011; Peppas, 2005), athletes (Desoff, 2006), students in honors programs (Levy, 2000) and living/learning communities (Daffron & Holland, 2009), or STEM students (Blumenthal & Laughlin, 2009). Yet these students might find participation in an intensive, short-term program to be more affordable and less disruptive to their course of study (Levy, 2000). Programs with faculty in their fields of study may even enhance students' major curriculum. The cohort model may also be helpful for certain groups, such as athletes or honors program students. Moreover, these programs provide a more structured environment for students who are unfamiliar with international travel and may be uncomfortable doing so on their own.

DATA & METHODS

In executing this project, we sought to draw upon extant academic literature, best practices, qualitative data, and quantitative data in order to generate recommendations for program sustainability and growth in faculty-led study abroad at UMBC. Since our client's stated needs are specific to their institutional context, our mixed-methods approach allows both big picture and context specificity. The qualitative data describing the experiences of UMBC faculty and staff and peer best practices; these data are coupled with quantitative findings based on existing student-level data, providing a multilayered analysis of study abroad at UMBC.

RQ1: What do administrative data tell us about the pipeline for faculty-led study abroad participation at UMBC?

Data

To answer our first research question, we received administrative data from International Education Services and the Institutional Research, Analysis, & Decision Support (IRADS) office, both at UMBC. Table 1 presents the data that IES and IRADS were able to provide our team. This data included all enrolled undergraduates at UMBC during the 2017-18 academic year. We did not receive student-level financial aid data from UMBC due to FERPA and other student privacy concerns. Further, while UMBC was able to provide us with available data related to students' high school GPA, SAT scores, and ACT scores, the large number of missing data (particularly among study abroad applicants) deterred us from including these variables in our statistical models.

Table 1

IRADS and IES Data Elements Received

Demographic Data	UMBC-Specific Data*	Cohort Affiliations	Study Abroad at UMBC
Age	Class Standing	Athlete	Application status
Citizenship Country	College of Study / Major area	Greek Life	Participation
First-generation status	First-time enrollee / Transfer student	Honors	Program
Gender	GPA	Specialized Programs (Meyerhoff & CWIT Scholars)	Program location
High school GPA	In-State / Out-of-State		Program term
Home zip code	Major		
Race/ethnicity	Living/Learning Community Membership		
SAT and/or ACT scores	Part-time/Full-time		
Visa status, if applicable (incl. Permanent Residency)	Residential / Non-residential		
	Term entered UMBC (e.g. Spring 2015)		
No Financial Aid data provided			

We merged the data that we received from IRADS with data from IES's study abroad software to better understand the pipeline for study abroad participation, with particular attention to short-term faculty-led program participation. IES data also included students' application status, program choices, academic standing, and limited demographic information.

Sample

This study focuses solely on the academic year 2017-18 data, the year for which we have the most complete data. Our target population included two subsets of the UMBC undergraduate student body: students who expressed an interest in study abroad by starting or completing an online program application, and students who participated in a study abroad program. We used the individual student as the unit of analysis; our sample includes students who were enrolled at UMBC, applied to study abroad, and participated in study abroad at UMBC during the 2017-18 academic year.

We identified any missing information, clarified the variable labels, and manually added one additional category (Program Type) to the study abroad data, which allowed us to examine broader student participation patterns, given the wide array of UMBC-owned and third-party programs available to UMBC students. We removed duplicate observations from the IRADS data by merging the Fall and Spring information for relevant students. We then merged this data with the IES data using a many-to-one merge function in Stata, allowing the relevant IRADS

information to match multiple observations based on the student identifier variable. Where demographic data (such as gender or ethnicity) was available in one dataset but not the other, we combined information into a single demographic variable. Only eight cases, representing non-UMBC students applying to UMBC study abroad programs, were missing most demographic, academic, and institutional data. In order to ensure that we had a single observation for each individual student, we created a protocol for removing duplicate observations based on study abroad application information. The observation drop protocol can be found in Appendix 4.

Ultimately, our combined data yielded 11,877 individual observations, including students enrolled for only a single semester during 2017-18. Table 2 presents summary information of overall study abroad application and participation rates at UMBC, including more specific information related to faculty-led program rates. This table indicates the sharp drop in participation rates among students who start an application to study abroad. Notably, while faculty-led program participants comprised only 13.5% of all study abroad applicants in 2017-18, they comprised a 25% of all participants in the same year, illustrating a much higher yield among students who apply to faculty-led programs.

Table 2

Study Abroad Application and Participation Rates

	Applicants	Applicants (Faculty-Led)	Participants	Participants (Faculty-Led)
% of UMBC Population	2.4%	0.7%	1.3%	0.3%
% of Applicants		30.1%	53.9%	13.5%
% of Participants				25.0%

Table 3 presents descriptive statistics for the variables provided, along with a summary of study abroad participation rates. A review of this table indicates noticeable differences in application and participation rates among students based on their gender, field of study, and participation in a campus honors program, reflecting trends in the data and broader literature on study abroad participation. For example, white students represent a much higher proportion of study abroad participants (54.6%) than they do among the broader UMBC population (41.2%). Similarly, female students are only 45% of the UMBC student population, but represent 66.5% of study abroad participants. Similarly, STEM students represent 55.8% of the overall UMBC population, but only 27.6% of study abroad participants, while Honors Program participants represent only 5.8% of UMBC students, but 15.1% of study abroad participants (and 18.4% of faculty-led program participants).

Table 3

Descriptive Statistics for the UMBC Population and Study Abroad Sub-Populations

Variable	Population at UMBC	Study Abroad Applicants	Applicants (Faculty-Led)	Study Abroad Participants	Participants (Faculty-Led)
Background Characteristics					
First Generation*	29.8%	25.9%	30.4%	20.5%	23.3%
White	41.2%	45.4%	41.2%	54.6%	47.4%
Female	45.0%	70.6%	64.7%	66.5%	60.5%
Academic Characteristics					
STEM	55.8%	34.0%	42.4%	27.6%	36.8%
Honors Program (Honors, CWIT, Meyerhoff)	5.8%	14.5%	17.7%	15.1%	18.4%
Athlete	3.4%	1.8%	2.4%	2.0%	2.6%
Living/Learning Community	3.4%	5.7%	9.4%	5.3%	10.5%
Enrollment Characteristics					
Full-Time	81.4%	94.3%	94.1%	96.1%	97.4%
In State	93.2%	94.0%	95.3%	93.4%	97.4%
Lived on Campus	34.3%	40.8%	45.9%	38.2%	44.7%
Transfer Student	45.4%	39.7%	38.8%	34.9%	42.1%
	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Average Age	22.1 (5.3)	21.2 (4.7)	21.5 (6.2)	20.9 (2.6)	21.3 (3.8)
Cumulative GPA	3.0 (0.7)	3.2 (0.6)	3.1 (0.7)	3.4 (0.4)	3.3 (0.5)
n	11,869	282	85	152	38
*# Missing Observations	2,723	50	16	30	8

M = Mean; SD = Standard Deviation

Notes: Population includes all students enrolled at UMBC during 2017-18. Applicants include all students who started an application to study abroad through IES's online application system during the 2017-18 academic year. Participants include all students who were accepted to and participated in a study abroad program at UMBC during the 2017-18 academic year. Faculty-led includes all students who applied to or participated in a program led by a UMBC faculty member in 2017-18.

Methods

Our analysis began with an exploration of key descriptive variables, compared across our sample population, our applicant sample, and our participant sample. We then examined the relationship between different demographic, academic, and institutional categorical variables for

our three samples, using pairwise correlations to examine the relationship between applicants, participants, and faculty-led programs, and t-tests to examine differences between the overall student population and different subgroups of study abroad applicants and participants. Finally, we conducted an Ordinary Least Squares (OLS) regression to identify variables that influenced study abroad application and participation among undergraduates at UMBC. We used the following model in our regression analysis:

$$y = \beta_0 + \beta_1 \text{Student Background Characteristics} + \beta_2 \text{Academic \& Campus Characteristics} + \beta_3 \text{Student Enrollment Characteristics} + \beta_4 \text{Faculty-Led Program Indicator} + \varepsilon$$

Where y equals the outcome of interest, study abroad application or participation. Student Background Characteristics includes: first-generation status, race, gender, and age, Academic & Campus Characteristics includes: STEM, participation in an honors program, participation in athletics, participation in a living/learning community, and cumulative GPA. Finally, Student Enrollment Characteristics includes: full-time or part-time status, in-state or out-of-state status, residential or non-residential, and whether the student was a transfer student. The Faculty-Led Program Indicator indicates whether the program the student applied to or participated in was a faculty-led or non-faculty-led program.

RQ2: How do faculty, staff, and senior administrators perceive the challenges to developing faculty-led study abroad programs at UMBC?

Data

We conducted interviews with select members of the UMBC community, as well as in-person observations of campus presentations, to assess perspectives on faculty-led study abroad practices. Our interview protocols, which we differentiated by interviewees' job categories, are included in Appendix 5. We completed 23 interviews, including 8 senior administrators, 5 faculty members, 5 non-study-abroad staff members, and the 5 current IES study abroad staff members. Observations included one workshop for prospective faculty program leaders, one campus admissions tour, and one Study Abroad 101 workshop for undergraduates.

Methods

Utilizing the interview protocol appropriate to the individual's position at UMBC, we audio recorded each interview with permission from our participants. We then used the online service Otter.ai to transcribe all taped interviews into a transcribed draft format. For each transcription documents, we re-played the corresponding recording, editing for accuracy and adding atmosphere attributes, such as laughter. We reviewed each of the 23 transcribed interviews for detailed clean up. Throughout the transcription process, our team discussed themes and challenges that began to emerge from the collective set of interviews.

Using Nvivo, a qualitative software data analysis tool, we aligned our interview protocols, collected data, and identified ten themes and twenty-three sub-themes. Table 4 presents the

coding themes and sub-themes identified in Nvivo, which served as the nodes and subnodes for qualitative coding. Themes appeared to address issues fell to two overarching categories: internationalization across the university or programmatic challenges. We uploaded interview transcripts into Nvivo, then coded the content into themes and/or sub-themes. Two team members coded each interview. An Nvivo statistical coding comparison reflected over 90% agreement on all nodes. Team members reviewed areas of disagreement to assess new themes and differences in coding; these nuances served as discussion topics and new paths for discussion. A semi-redacted code book is presented in Appendix 6 and includes key illustrative quotes for each theme.

Table 4

Coding Themes and Sub-themes for Nvivo

Internationalization Across the University (Top Level)	Programmatic Challenges (Program Level)
5 Interview Themes & Sub-Themes	5 Interview Themes & Sub-Themes
Need for Strategic Thinking	**Accessibility**
Program development and partnerships	Processes
Serving student and curricular needs	Financial Aid
Program viability and overlap	Institutional Context
Perceptions of Internationalization	Competing priorities/values
Not universally perceived as a priority	**Systematization & Sustainability**
Resource allocation does not always reflect stated institutional priorities	Need for consistent and systematic processes
Resource Needs & Constraints	Focus on program sustainability/repeatability
Funding/staffing for sustainability	**Assessment & Evaluation**
Ensuring program repeatability	Currently minimal or nonexistent
Addressing faculty compensation	**Resource Needs & Constraints**
Overcommitting to new program development	Faculty compensation
Reasoning for Current Practices	Program planning
UMBC's relative youth	Staff Capacity
Institutional culture	Student scholarships/funding
Tensions Around Centralization	**Expectation Management**
Turf wars	Faculty
New stakeholders	Students
	Processes
	Planning
	Program Costs (Tuition Waiver) and ROI

RQ3: What do extant literature and peer institutional practices suggest as appropriate structures for enhancing the portfolio of faculty-led study abroad programs at UMBC?

Framework Development

Once we identified the themes that arose during our campus interviews, we conducted a structured website review of select peer and aspirational peer institutions. In all, we reviewed ten websites, including four peer institutions, four aspirational peer institutions, the University of Delaware, and UMBC. We selected the peer and aspirational peer institutions from a list that is publicly available on UMBC's website. We also reviewed the University of Delaware website at the request of our client, since Delaware's programs have a strong reputation, its student population is similar to UMBC's, and it has a long and successful history of internationalization. By better understanding peer practices, we aimed to provide benchmarking data and empirical support for the development of UMBC's internationalization efforts -- particularly those related to the enhancement of IES's faculty-led study abroad program portfolio.

To complete the website review, we developed a rubric based on the university-level and programming/department-level interview themes; the full framework is presented in Appendix 7. Once we identified these themes and sub-themes, we drafted questions for each sub-theme that aligned with the best practices for faculty-led study abroad as identified by the Association of International Educators (NAFSA), Institute for International Education (IIE) and Association of American Colleges & Universities (AACU). To facilitate the website review, we primarily developed questions that could be answered with a binary *yes* or *no* response. Our team collaboratively discussed and refined these questions to ensure a consistent understanding of the themes and the rubric. Ultimately, we included fifty-one questions in the framework: thirty-two binary questions, eleven questions that required numerical answers (counts, percentages, or numerical ranges), and eight open-ended questions. When appropriate and necessary, we included reflective notes to provide context and details for the answer provided.

Data

We began each institutional website review on the institution's homepage, then navigated to the study abroad/education abroad webpages to further investigate the work of each institution. For each institution, we also searched for strategic plans and global learning standards. Although the search process through each website was systematic, it was also scaffold in order to elicit information that would help us understand the specific context of each university. For context, we also collected peer institutions' demographic data from the U.S Department of Education's College Scorecard, including average cost per student, 6-year graduation rates, the total number of undergraduate and full-time students, race, and socioeconomic status as reported by Pell eligibility. To gain more insight into students' academic pursuits at each university, we also collected information about each institution's top three majors, as well as the percentage of students in those majors. Finally, given our focus on study abroad, we aimed to capture the number and percentage of students who participate in study abroad programs at each

institution, as well as the number and proportion of students who complete faculty-led study abroad programs. However, this data was not always publicly available; only two universities reported this data on their webpages (George Mason and Georgia Tech).

After reviewing the selected peer and aspirational peer institutions' websites, we reviewed UMBC's website to understand how the University shared information online. We then conducted a second-round review for each university's website. This process allowed us to capture any additional nuances that we may have missed during the initial review. As we worked through the website review framework, we answered each rubric question and noted where information was unavailable. Where information was unclear or only partially available, we included notes to clarify further. We also highlighted particularly interesting and innovative information and practices that emerged from the review.

Methods

Of the fifty-two questions in the framework, thirty-two questions required a *yes* or *no* response, coded with a 1 and 0. If the response was unavailable or partially available, it was also coded with a 0. Once coded, we examined trends in the binary responses across institutions. First, we calculated the total number of *yes* responses for each institution. Second, we calculated the average number of *yes* answers across all universities for each binary question. We also calculated the average number of *yes* answers among peer institutions (4 institutions) and among aspirational peer institutions (4 institutions). This allowed us to make more nuanced comparisons between UMBC and the other institutions that we examined.

After we collated the binary question responses, we completed a similar process for the thirteen questions that required numerical data. We calculated averages for this information across all institutions, and among peer institutions and aspirational peers when appropriate. When answers spanned a large range, we calculated averages on the low and high ends of the range. This allowed us to make further comparisons between UMBC and the other universities at both the individual and aggregate levels. Finally, we used the free response questions to highlight innovative practices at each target institution, clarify binary and numerical data, and collect information that might inform practices that UMBC might consider in the future.

FINDINGS

We analyzed student-level data from UMBC Institutional Research, Analysis & Decision Support (IRADS) and IES internal data to examine the current state of study abroad at UMBC. We also aimed to identify opportunities for future growth in participation among underrepresented student populations and areas where programmatic offerings might meet curricular needs.

Correlation

Table 5 presents pairwise correlations that examine the relationship among applicants, participants, and faculty-led programs. We found a strong relationship between applicants and participants (0.73), which suggests those who started an application to study abroad are dramatically more likely to follow through on their application and ultimately participate in a study abroad program. We found another strong relationship between applicants and faculty-led programs (0.56), suggesting that as the proportion of those who apply to study abroad increases, so does the likelihood that students will apply to faculty-led programs. Finally, we found a moderate relationship between participants and faculty-led programs (0.34), which means that as the proportion of students participating in study abroad increases, so does the likelihood that students will participate in a faculty-led program.

Table 5

Pairwise Correlations of Study Abroad Applicants and Participants

Variables	Applicant	Participant	Faculty-Led
Applicant	1		
Participant	0.73	1	
Faculty-Led	0.56	0.34	1

Notes: *Applicants include all students who started an application to study abroad through IES's online application system during the 2017-18 academic year. Participants include all students who were accepted to and participated in a study abroad program at UMBC during the 2017-18 academic year. Faculty-led includes all students who applied to or participated in a program led by a UMBC faculty member in 2017-18.*

Two-Sample *t*-tests

We then sought to examine whether differences existed between different groups and subgroups of students at UMBC. Table 6 presents the results of t-tests for differences between these groups and subgroups.

Applicants vs. Non-Applicants

Columns 1-3 of Table 6 presents differences between students who started an application to study abroad and those who did not within the overall UMBC undergraduate population. Between these two groups, eight variables indicated significant differences in means at or above conventional levels ($p < 0.05$).

Student who started applications to study abroad were more likely to be female (71%) than non-applicants were (44%). Applicants were more likely to participate in honors programs, including the Honors College, Meyerhoff Scholars, and Center for Women in Technology (CWIT) Scholars (15%) than non-applicants (6%). Applicants were also more likely to be members of living/learning communities (6%) than non-applicants (3%). In addition, the grade point averages (GPAs) of students who started applications for study abroad programs were 0.25 points higher than the GPAs of those who did not start applications, which is a statistically significant difference. Study abroad applicants were more likely to be full-time students (94%) than non-applicants (81%). Finally, applicants were more likely to live on campus (41%) than non-applicants (34%). On the other hand, students who started an application to study abroad were nearly a full year older than those who did not. Similarly, applicants were less likely to be in STEM fields (34%) than non-applicants (56%). Finally, one additional variable indicated difference at the $p < 0.1$ level; study abroad applicants were somewhat less likely to be transfer students (40%) than non-applicants (46%).

Participants vs. Non-Participants

Columns 4-6 of Table 6 examines differences between students who started an application to study abroad but did not participate and those who participated in a study abroad program at UMBC. Between these groups, four variables indicated significant differences in means at or above conventional levels ($p < 0.05$). As the table illustrates, students who identify as White are more likely to study abroad (55%) than those who applied but did not participate (35%). Similarly, students who studied abroad had a GPA 0.28 points higher than those who applied but did not participate. Students who identified as first-generation were less likely to study abroad (21%) compared with those who applied but did not participate (32%). Finally, students in STEM fields were less likely to study abroad (28%) than those who applied but did not participate (42%).

Table 6

Results for t-tests for Differences between Applicant and Participant Subgroups

Variable	Applicant vs. Non-Applicant			Participant vs. Non-Participant		
	Applicant	Non-Applicant	Difference	Participant	Non-Participant	Difference
	(1)	(2)	(3)	(4)	(5)	(6)
Student						
First-Gen	0.26	0.30	-0.04	0.21	0.32	-0.11 *
White	0.45	0.41	0.04	0.55	0.35	0.20 ***
Female	0.71	0.44	0.27 ***	0.67	0.75	-0.08
Age (years)	22.1	21.2	0.90 **	20.1	21.5	-1.40
Academic						
STEM	0.34	0.56	-0.22 ***	0.28	0.42	-0.14 *
Honors	0.15	0.06	0.09 ***	0.15	0.14	0.01
Athlete	0.02	0.04	-0.02	0.02	0.02	0.00
LLC	0.06	0.03	0.03 **	0.05	0.06	-0.01
GPA	3.22	2.97	0.25 **	3.35	3.07	0.28 ***
Enrollment						
Full-Time	0.94	0.81	0.13 ***	0.96	0.92	0.04
In-State	0.94	0.93	0.01	0.93	0.95	-0.02
On-Campus	0.41	0.34	0.07 *	0.38	0.44	-0.06
Transfer	0.40	0.46	-0.06	0.35	0.45	-0.10
N	11,587	282		130	152	

*Notes: n=11,869 (n=9,146 for First-Gen); *p<0.05; **p<0.01; ***p<0.001*

Faculty-Led Program Applicants vs. Faculty-Led Program Participants

Table 7 presents differences between students who started an application for a faculty-led program but did not participate and those who participated in a UMBC faculty-led study abroad programs. In this instance, faculty-led program participant GPAs were 0.34 points higher than GPAs of students who applied but did not participate in a faculty-led program, significant at conventional levels (p<0.05). No other variables indicated significant differences in means.

Table 7

Results for t-tests of Differences between Faculty-Led Applicants and Participants

Variable	Applicants	Participants	Difference
Student			
First-Gen	0.36	0.23	-0.13
White	0.36	0.47	0.11
Female	0.68	0.61	-0.07
Age (years)	21.8	21.3	-0.50
Academic			
STEM	0.47	0.37	-0.10
Honors	0.17	0.18	0.01
Athlete	0.02	0.03	0.01
LLC	0.09	0.11	-0.02
GPA	2.94	3.29	-0.35 *
Enrollment			
Full-Time	0.92	0.97	-0.05
In-State	0.94	0.97	-0.03
On-Campus	0.47	0.45	0.02
Transfer	0.36	0.42	-0.06
N	47	38	

*Notes: N does not incorporate visiting students or missing values for First-Generation students; *p<0.05; **p<0.01; ***p<0.001*

Faculty-Led Program Applicants vs. Non-Faculty-Led Program Applicants

Table 8 presents differences between faculty-led and non-faculty-led program applicants and participants. Columns 1-3 of Table 8 present differences between those who applied to faculty-led programs and those who applied to non-faculty-led programs among all students who started an application to study abroad via UMBC. Between these groups, only one variable indicated a significant difference at conventional levels (p<0.05); faculty-led program applicant GPAs were 0.18 points lower than the GPAs of students who started applications to non-faculty-led programs. While not significant, students in STEM fields were somewhat more likely to apply to faculty-led programs (42%) than to non-faculty-led programs (31%). Similarly, students who were members of a living/learning community were somewhat more likely to apply to faculty-led programs (9%) than to non-faculty-led programs (4%).

Faculty-Led Program Participants vs. Non-Faculty-Led Program Participants

Columns 4-6 of Table 8 present differences between those who participated in faculty-led programs and those who participated in non-faculty led programs among all study abroad participants at UMBC. Between these groups, no variables indicated a significant difference at conventional levels (p<0.05). However, students who were members of a living/learning

community were somewhat more likely to participate in faculty-led programs (10%) than in non-faculty-led programs (5%).

Table 8

Results for t-tests of Differences between Faculty-Led and Non-Faculty-Led Applicants and Participants

Variable	Applicants			Participants		
	Faculty-Led	Non-Faculty-Led	Difference	Faculty-Led	Non-Faculty-Led	Difference
	(1)	(2)	(3)	(4)	(5)	(6)
Student						
First-Gen	0.31	0.24	-0.07	0.23	0.20	-0.03
White	0.41	0.47	0.06	0.47	0.57	0.10
Female	0.65	0.73	0.08	0.61	0.68	0.07
Age (years)	21.5	21.0	-0.50	21.25	20.80	-0.45
Academic						
STEM	0.42	0.31	-0.11	0.37	0.25	-0.12
Honors	0.18	0.13	-0.05	0.18	0.14	-0.04
Athlete	0.02	0.02	0.00	0.03	0.02	-0.01
LLC	0.09	0.04	0.05	0.11	0.04	-0.07
GPA	3.10	3.27	-0.17 *	3.29	3.37	0.08
Enrollment						
Full-Time	0.94	0.94	0.00	0.97	0.96	-0.01
In-State	0.95	0.93	0.02	0.97	0.92	-0.05
On-Campus	0.46	0.39	0.07	0.45	0.36	-0.09
Transfer	0.39	0.40	-0.01	0.42	0.33	-0.09
N	85	197		38	114	

Notes: N does not incorporate visiting students or missing values for First-Generation students

*p<0.05; **p<0.01; ***p<0.001

Regression Results

Finally, we conducted Ordinary Least Squares (OLS) regression in order to determine factors predictive of a student applying to or participating in a study abroad at UMBC, while also examining the likelihood of a student choosing a faculty-led program faculty-led study abroad program. Our models were informed by the results of the correlation and t-tests described above. Our first regression model indicates factors predictive of a student *starting an application to study abroad* through IES using a stepwise regression model. The model begins with baseline student characteristics: First-Generation status, Race, Gender, and Age. The second model includes the factors from the first model, as well as academic and campus characteristics: STEM, Honors Program participation, Student-Athlete, Living/Learning Community Participation, and

Cumulative GPA. The third model includes variables from the first two models, and also incorporates student enrollment characteristics: Full-Time status (defined at UMBC as a student attempting a minimum of 12 credits in the fall or spring semester), In-State, Residential, and whether or not the student was a transfer student. Finally, the fourth model holds the faculty-led program indicator constant in order to understand the difference between students who choose faculty-led and non-faculty-led study abroad programs. Our second regression model indicates factors predictive of a student *participating* in study abroad through IES. Similar to the applicant regression model, the model is a stepwise regression that incorporates student characteristics, academic and campus characteristics, student enrollment characteristics, and faculty-led program choice.

Factors Predictive of Applying to Study Abroad

Table 9 indicates factors predictive of a student starting an application to study abroad in IES's online application system. Model 1 in this stepwise regression examines the relationship between a student starting an application to study abroad in IES's online application system and our student background characteristics. In this model, the regression shows a positive relationship between a student identifying as female and the likelihood of that student opening an application to study abroad; female students have a 2.6% higher probability of opening an application to study abroad than non-female students. Unlike our *t*-test results, the regression also indicated a negative relationship between a student's age and their likelihood of applying to study abroad; an older student has a 0.1% lower probability of applying with each year of age.

Model 2 examines the relationship between a student's applicant status, background characteristics, and academic and campus characteristics. This regression indicates a positive relationship between starting a study abroad application and identifying as female (1.9% higher probability), participating in an honors program (3.1% higher probability), and a student's cumulative GPA (0.6% higher probability per quality point), holding all other variables constant. It also indicates a negative relationship between starting an application and a student's age (0.1% lower probability with each year of age), studies in a STEM field (2.2% lower probability), and participation in athletics (2.2% lower probability).

Model 3 examines the relationship between a student's applicant status, background characteristics, academic and campus characteristics, and enrollment status. The model indicates a positive relationship between a student opening a study abroad application and identifying as female (1.9% higher probability), participating in an honors program (3.2% higher probability), cumulative GPA (0.5% higher probability per quality point), and enrolling at UMBC full-time (1.8% higher probability). It also continues to indicate a negative relationship between applying to study abroad and a student's age (0.1% lower probability per year of age), studies in a STEM field (2.2% lower probability), and participation in athletics (2.3% lower probability), holding all other variables constant.

Model 4 examines the relationship between a student's applicant status and all of the background, academic, and enrollment characteristics in the third model, holding the students' choice of faculty-led program constant. This model is preferable to the three previous models

because it includes the most predictor variables. This model identifies a positive relationship between a student applying to study abroad and identifying as female (1.5% higher probability), participating in an honors program (1.7% higher probability), cumulative GPA (0.5% higher probability per quality point), and enrolling full-time at UMBC (1.4% higher probability). It identifies negative relationships between applicant status and student age (0.1% lower probability per year of age), studying in a STEM field (1.8% lower probability), and participation in athletics (0.8% lower probability).

While many variables were significant at conventional levels, the proportion of variance in application rates that can be accounted for by variance in our independent variables in each model is quite low. The R-squared for each model is less than 2%, until we control for faculty-led program choice, at which point the R-squared is just over 30%. This dramatic jump may indicate collinearity within our selected variables.

Table 9

Stepwise Regression Model: Applicant Predictions

	Model 1	Model 2	Model 3	Model 4
	Student Characteristics	+ Academic Characteristics	+ Enrollment Status	+ Faculty-Led
First-Generation Student	-0.0055	-0.0037	-0.0044	-0.0049
	(-0.0036)	(-0.0037)	(-0.0037)	(-0.0031)
White	0.0035	0.0014	0.0021	0.0029
	(-0.0033)	(-0.0034)	(-0.0034)	(-0.0029)
Female	0.0263***	0.0192***	0.0193***	0.0147***
	(-0.0033)	(-0.0034)	(-0.0034)	(-0.0029)
Age	-0.0012**	-0.0014**	-0.0011*	-0.0009*
	(-0.0004)	(-0.0004)	(-0.0005)	(-0.0004)
STEM		-0.0221***	-0.0219***	-0.0180***
		(-0.0034)	(-0.0035)	(-0.0029)
Honors Program		0.0314***	0.0322***	0.0172**
		(-0.0068)	(-0.0069)	(-0.0059)
Athlete		-0.0220*	-0.0229*	-0.0213**
		(-0.0087)	(-0.0092)	(-0.0078)
Living/Learning Community		0.0077	0.0093	-0.0025
		(-0.0087)	(-0.0088)	(-0.0074)
Cumulative GPA		0.0058*	0.0049*	0.0049*
		(-0.0023)	(-0.0023)	(-0.002)
Full-Time			0.0180***	0.0138**
			(-0.005)	(-0.0042)
In-State			-0.0022	-0.0043
			(-0.0069)	(-0.0058)
On Campus			-0.0044	-0.0041
			(-0.0039)	(-0.0033)
Transfer			0.0014	0.0011
			(-0.0042)	(-0.0035)
Faculty Led				0.972***
				(-0.0159)
Constant	0.0383***	0.0402***	0.0242	0.0199
	(-0.0091)	(-0.0117)	(-0.0152)	(-0.0128)
Observations	9146	9146	9146	9146
R-squared	0.008	0.016	0.018	0.302

Standard errors in parentheses; * p<0.05; ** p<0.01; *** p<0.001

Table 10 indicates factors predictive of study abroad participation. All observations identified as study abroad participants represent students who completed applications to study abroad through IES's online application system. Our preferred model, Model 4, indicates positive relationships between study abroad participation and identifying as White (0.6% higher probability), participating in an honors program (1.1% higher probability), cumulative GPA (0.6% higher probability per quality point), and full-time enrollment (0.9% higher probability). It identifies negative relationships between studying in a STEM field (1.3% lower probability) and participating in athletics (1.5% lower probability). As with our first regression, while many variables were significant at conventional levels, the proportion of variance in participation rates that can be accounted for by variance in our independent variables in each model is quite low. The R-squared for each model is less than 2%, until we control for faculty-led program selection, which increases the R-squared to just over 11% -- likely due to a more outsized influence from other factors, including financial need, that are not captured in our data.

Table 10

Stepwise Regression Model: Participant Predictions

	Model 1	Model 2	Model 3	Model 4
	Student Characteristics	+ Academic Characteristics	+ Enrollment Status	+ Faculty-Led
First-Generation Student	-0.0055*	-0.0042	-0.0040	-0.0042
	(-0.0027)	(-0.0027)	(-0.0027)	(-0.0026)
White	0.0064**	0.0046	0.0051*	0.0055*
	(-0.0024)	(-0.0025)	(-0.0025)	(-0.0024)
Female	0.0111***	0.0061*	0.0064*	0.0044
	(-0.0024)	(-0.0025)	(-0.0025)	(-0.0024)
Age	-0.0007*	-0.0008**	-0.0005	-0.0004
	(-0.0003)	(-0.0003)	(-0.0004)	(-0.0003)
STEM		-0.0144***	-0.0146***	-0.0129***
		(-0.0025)	(-0.0025)	(-0.0024)
Honors Program		0.0167***	0.0170***	0.0106*
		(-0.0050)	(-0.0051)	(-0.0049)
Athlete		-0.0140*	-0.0161*	-0.0154*
		(-0.0064)	(-0.0067)	(-0.0064)
Living/Learning Community		0.0020	0.0029	-0.0023
		(-0.0064)	(-0.0064)	(-0.0061)
Cumulative GPA		0.0062***	0.0054**	0.0055***
		(-0.0017)	(-0.0017)	(-0.0016)
Full-Time			0.0106**	0.0088*
			(-0.0037)	(-0.0035)
In-State			-0.0032	-0.0041
			(-0.0051)	(-0.0048)
On Campus			-0.0047	-0.0046
			(-0.0028)	(-0.0027)
Transfer			-0.0037	-0.0038
			(-0.0031)	(-0.0029)
Faculty-Led				0.419***
				(-0.0131)
Constant	0.0211**	0.0166	0.00831	0.0065
	(-0.0066)	(-0.0086)	(-0.0111)	(-0.0105)
Observations	9146	9146	9146	9146
R-squared	0.004	0.011	0.012	0.112

*Standard errors in parentheses; * p<0.05; ** p<0.01; *** p<0.001*

Faculty, staff and senior administrators highlighted many challenges to developing and growing UMBC's portfolio of faculty-led study abroad programs. The themes from the interviews fell into the two main categories outlined in Table 4 above: internationalization across the university and programmatic challenges, which are linked to IES' scope of work and study abroad portfolio.[1]

Internationalization Across the University

First, interviewees acknowledged a greater *need for strategic thinking* around broader internationalization and program development. Interviews frequently discussed the importance of linking together programs, curricular impact, and viability. This sentiment was captured across interviews, highlighting the importance of enabling leadership and intentional strategies to support and grow internationalization across UMBC. As two administrators expressed:

> *We think we're doing great work and we probably are, to some extent. But I think Dave [AVP for International Education] has kind of really enlightened us that we're not really in the game yet. We're not even, we're not there yet. And we've got so much more to do. Like, prior to [David Di Maria] arriving here, we probably were feeling pretty good about ourselves.*

> *Right now with the way our process is going is we're only developing programs based on faculty's interests and personal ties. And there is a lot of value in that. But it's not necessarily fitting to the needs of the curriculum.*

Second, interviewees saw *perceptions around internationalization* on campus as a central challenge when it comes to providing clear communications and expectations. Each interviewee had a unique understanding of internationalization. Some referred only to incoming international students; others discussed international experiences in and around Baltimore; still others focused solely on education abroad experiences. Interviewees also highlighted the diversity of UMBC's student body with regard to ethnicity, race, and cultural background. Consequently, while there appears to be a perceived need for and interest in internationalization, there is no common understanding of what that means, resulting in vague and imprecise references such as the following:

> *Globalization is the hot term right now. So UMBC is trying to keep up with all the other institutions. We're trying to go global. We're trying to diversify.*

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[1] At the time of our study, national politics around immigration and mobility were frequent news items. In response to our interview protocols, some interviewees also made direct and indirect commentary about President Donald J. Trump's administrative policies.

Third, as is common among many universities, both UMBC and its student constituencies are fundamentally resource-constrained. Nearly all interviewees address these *resource needs & constraints,* paying particular attention to the concerns of students and campus faculty participating in the study abroad process. Although cost was always a central concern, interviewees also highlighted time as an equally constraining factor for students and faculty alike. Many further suggested that students might not always see the value of study abroad experience when compared with other opportunities such as career-oriented internships.

> *If the seeds [of study abroad] are sowed earlier…there's some planning elements to the senior year that makes it difficult in certain cases, especially in certain majors or colleges. And that's something we need to look at, if we really want to, if we find that there's roadblocks.*

Fourth, as they considered how best to adjust to recently implemented, university-wide processes, faculty, staff and administrators highlighted the *reasoning for current practices* and the contexts in which they have emerged. At the same time, they also expressed dismay around issues of equitable access to study abroad, especially since UMBC aims to be equitable in providing support and opportunities to all students:

> *I think that's an equity issue that the university should look at. You know, I'd hate to see that people aren't doing it, because they don't think they can't afford it.*

Finally, as organizations seek to centralize or improve administrative oversight, they can experience *tensions around centralization* among faculty and staff. This is particularly true at universities, which tend to be flat, loosely coupled systems (Orton & Weick, 2011). While some interviewees were concerned that centralization would reduce creativity in programming, others noted that the process is not as centralized as departments or individuals might believe it to be:

> *I think the staff we have here are all hard-working people, but very, you know, limited in terms of scope of understanding this work and how it connects.*

Program Level Themes

Shifting focus from the university wide perceptions to more on-the-ground, programmatic perceptions, interviewees highlighted a different set of challenges. First, faculty, staff, and administrators highlighted challenges related to the *accessibility* of faculty-led study abroad programs. For example, even if disciplinary study abroad experiences are intentionally designed, clearly articulated, and offered in sequence that supports the student persistence towards graduation, administrators must communicate the value of the program in light of any additional cost to the student. UMBC staff communicated their desire for all students to see study abroad as viable opportunity:

> *So I'm on this ever mission to try to increase diversity and making sure more students see themselves doing study abroad.*

Second, interviewees indicated that the lack of *systematization and sustainability* hinders program development due to limited clarity around the program development process, experience, and impact. Currently, programs arise out of current relationships and faculty familiarity with locations, rather than curricular and student needs. UMBC administrators and faculty both communicated this concern:

> *You know, we're sending students to locations that don't always make the most sense about [sic] academically or financially. Faculty aren't always as strategic, so I'd love to see that be a little bit more strategic, including our partnerships.*

Third, interviewees acknowledged a clear lack of *assessment and evaluation* around faculty-led programs, further indicating that program objectives and subsequent outcomes are not shared among relevant campus stakeholders. Some faculty program leaders focused on student satisfaction and cohort cohesion, while others demonstrated a broader understanding of study abroad program goals. Moreover, faculty assumed that IES would oversee the program feedback process:

> *The success of study abroad is when students and our faculty, but really students do come back from that experience, and really, that has transformed them and has truly enhanced their, their their academic and university experience, by having that additional understanding how they can be a player and how they can interact with other cultures and region.*

> *But I don't have formal feedback… I thought there was something in place from the the Study Abroad Office and just improvised some questions about what they enjoyed. You know, I asked things like did they enjoy the homestay, but I didn't know what to ask more.*

Fourth, as UMBC continues to develop its faculty-led program portfolio, interviewees again highlighted *resource needs and constraints* at the program level. Compensation is an important area of concern among faculty, a fact that has not eluded those overseeing the programs. Faculty worried about their own finances if their program did not run:

> *I use the extra terms ... to make extra money…if I was planning a faculty led study abroad that didn't go because there weren't enough students on it, I would lose my extra income.*

Beyond salary, the current program planning process lasts 18 to 24 months; during this time, faculty collaborate with IES to develop the program's curriculum design and logistics, recruit students, and execute the program. Faculty expressed some hesitations about committing so much of their time to program development:

I think, some of the concerns that I had, and my department chair had for me and some of the other faculty as well is just the investment of time with setting it up. And, you know, figuring out how to teach a course in a foreign country, especially if you have limited experience with that country. So there's some folks that are interested in teaching in different places, but they have limited experience.

Finally, interviews highlighted how faculty, staff, and administrators' *expectations* did not always align with the realities of the UMBC process, particularly in terms of student participation, planning, and budgeting:

I think you might have more faculty, if they knew they had resources, what do I do when this student disappears? What do I do when you know, they get into a fight in a bar? What do I do when you know, whatever you can imagine? They're all sort of in certain situations, and you're overseas. Does your faculty member speak the language of the country you're in? There's all those kinds of considerations.

RQ3. What do extant literature and peer institutional practices suggest as appropriate structures for enhancing the portfolio of faculty-led study abroad programs at UMBC?

In addition to collecting peer and aspirational peer institution demographics, our website review framework collected binary data (*yes/no* questions), numerical data, and free response data (open-ended questions).

Peer Demographics

The demographic data presented in Table 11 allows for a more nuanced comparison between UMBC and its peer institutions. George Mason University (GMU) is UMBC's most similar peer institution based on student demographics such as Pell eligibility and race. However, GMU's most popular majors differ from those at UMBC; among UMBC's top three majors, 33% of students pursue degrees in STEM, whereas only 10% of students do so at George Mason. In fact, none of UMBC's peer institution have such a high proportion of STEM field majors; the next closest is University of California Riverside, where 15% of students pursue STEM majors. However, among UMBC's aspirational peers, Georgia Institute of Technology (Georgia Tech) and Stony Brook University respectively have 74% and 45% STEM majors. Although a smaller proportion of students pursue degrees in STEM at the University of Pittsburgh (Pitt) than at UMBC, 26% of students major in a STEM field. Compared with UMBC, Stony Brook University has a higher proportion of Pell-eligible students (33%), a lower proportion of students identified as white (35%), lower tuition by almost $8000 per year, and a higher 6-year graduation rate (70%).

Table 11
Peer and Aspirational Peer Demographic Data

University Demographics*	UMBC	Peer Institutions				Aspirational Peer Institutions				Other
		George Mason	SUNY Albany	UC Riverside	UMass Amherst	Georgia Tech	Stony Brook	UConn	Pitt	Delaware
Average cost per students**	$19,937	$19,479	$16,888	$12,645	$19,324	$11,639	$13,467	$21,223	$28,261	$16,736
Graduation Rate (6 years)	64%	70%	67%	73%	77%	86%	70%	83%	82%	80%
# of Undergraduate Students	11,025	23,179	12,955	18,788	22,958	14,766	16,863	19,030	18,920	18,510
Full Time Students	86%	82%	96%	99%	93%	93%	93%	97%	96%	96%
Race (% white)	43%	43%	47%	12%	66%	50%	35%	60%	73%	73%
SES (noted by Pell eligibility)	28%	27%	41%	56%	22%	16%	33%	21%	16%	14%
Top 3 Majors	CIS- 17%	Bus 18%	SS - 22%	SS – 22%	Bus -15%	Engin- 63%	Health - 20%	Bus -13%	Bus - 14%	Bus - 17%
	Bio – 16%	SS - 11%	Bio -13%%	Bio - 15%	SS – 12%	Bus - 12%	Bio - 14%	Health - 13%	Health - 14%	Health - 10%
	SS – 12%	Health- 10%	Multi -12%	Bus - 15%	Bio -10%	CIS -11%	Psy-11%	SS- 11%	Engin- 12%	Engin -10%

*Source: U.S. Department of Education College Scorecard

**Average Annual Cost: The average annual net price for federal financial aid recipients, after aid from the school, state, or federal government. Rates are provided for in-state students.

Major Key: Bio = Biological and Biomedical Sciences; Bus = Business, Management, Marketing, and Related Support Services; CIS = Computer and Information Sciences and Support Services; Engin = Engineering; Health = Health Professions and Related Programs; Multi = Multi/Interdisciplinary Studies; Psy = Psychology; SS = Social Sciences

Binary Data

Of the 52 questions in our rubric, 32 questions elicited a *yes/no* response to what each university included on their websites. These included questions such as:

- Is education abroad/global learning or engagement part of the university's mission?
- Is the application/framework for faculty-led program development posted online?
- Are scholarship opportunities posted online?
- Is there an annual report produced by the IES or Education Abroad office?

Table 12 presents the responses to the binary questions in our website review framework. Across all the universities reviewed, GMU and Georgia Tech had the most *yes* answers (27 and 28 respectively), while UMBC had only 10 *yes* answers. Overall, the average number of *yes* answers across the peer and aspirational peer institutions was 23.35, ranging from 17 to 28 *yes* answers out of the 32 binary questions.

Table 12

Website Review Framework: Binary Question Responses

University	Number of *Yes* Answers
UMBC	10
Peer Institutions	
George Mason University	28
SUNY - Albany	23
UC - Riverside	23
UMass - Amherst	23
Aspirational Peers	
Georgia Tech University	27
Stony Brook University	17
University of Connecticut	20
University of Pittsburgh	24
Other	
University of Delaware	21

Table 13 presents areas of difference in how UMBC's website and those of its peers present information. The table only includes information that is available on the websites of at least 4 of UMBC's peer and aspirational peer institution.

Table 13

Website Review Framework: Differences in Available Information

Binary Questions (Yes/No Answers)	Question Focus	Peers	UMBC
Do students complete an evaluation/assessment at the end of the experience/program for Ed Abroad Office?	Programming	4	0
Does the University's home page highlight education abroad opportunities?	University-wide	4	0
Are there staff in the study abroad office dedicated to faculty-led programs?	University-wide	4	0
Is there a dedicated person to oversee international travel, education and health?	Programming	5	0
Are goals and objectives posted for each experience?	Programming	5	0
Are the risk management processes or procedures posted?	Programming	6	0
Is the process for using financial aid clear?	Programming	6	0
Is there a faculty handbook for faculty-led education abroad?	Programming	6	0
Is education abroad/global learning/engagement part of the university's mission?	University-wide	6	0
Are new programs indicated on the website?	University-wide	6	0
Is the IES office in a central location on campus?	University-wide	7	0
Is the application/framework for faculty-led program development posted online?	Programming	7	0
Is there a mandatory pre-departure workshop for participants?	Programming	8	0
Are programs in diverse locations / do they cater to diverse subject areas?	University-wide	8	0

Source: *Authors' calculations from UMBC, peer, and aspirational peer institutional websites.*

Numerical Data

Moving beyond binary questions, questions requiring numerical answers help tell a more complete story. Table 14 presents the numerical questions in our website review framework. Two of UMBC's data points seem particularly notable when compared with their peers: "How large is the study abroad office?" (How many staff are employed?) and "How many faculty-led programs does the university have?" On average, the International Education/Study Abroad offices at UMBC's peer and aspirational peer institutions have 13 staff members, compared with only three full-time study abroad staff members at UMBC. Even when the full IES staff are included, UMBC only has eight full-time staff, still well below the average. In addition to their full-time staff, many of the International Offices also had a large number of student workers (peer advisors); for example, University of Massachusetts - Amherst has 16 peer staff.

Although, UMBC offers far fewer faculty-led programs than its peers, the cost of UMBC's faculty-led programs aligns with costs at other institutions, as does the proportion of programs located outside of Europe. Furthermore, UMBC provides comprehensive information about scholarship

opportunities, with over 65 opportunities posted -- more than double the number of opportunities posted, on average, across peer and aspirational peer institutions. While many institutions do not provide systematic information about scholarships opportunities, UMBC clearly organizes its website to make study abroad scholarship opportunities easy for students and their families to understand.

Table 14

Website Review Framework: Available Numerical Data

Numerical Data Questions	Question Focus	All Universities (9)	Peers (4)	Aspirational Peers (4)	UMBC
What percentage of students have a study abroad experience?*	University Wide & Programming	25%	5%	58%	N/A
How large is the study abroad office? (# of staff)?**	Programming	13	12	12	3
How many majors/departments do the faculty-led programs support?	Programming	19	21	17	7
How many scholarship opportunities are posted?	Programming	35	37	33	65
How many different countries are represented in faculty-led study abroad?	Programming	29	27	26	7
How many programs are located outside of Europe?	Programming	51%	54%	45%	43%
How many faculty-led programs does the university offer?	Programming	43	36	44	8
About how many other "international offices" are on campus?	University Wide	6	4	7	3
How many students participate in faculty-led programs?*	Programming	1,603	1,676	1,529	N/A
What % of the total study abroad population does a faculty-led program?*	Programming	3	31%	45%	N/A
What is the low range of faculty led study abroad program costs?	Programming	$2,700	$4,033	$3,400	$2,800
What is the high range of a faculty led study abroad program costs?	Programming	$5,111	$7,067	$5,933	$5,900

*Only two schools reported this data – 1 peer & 1 aspirational peer

**This number does not include peer advisors or student support

Source: *Authors' calculations from UMBC, peer, and aspirational peer institutional websites.*

Free Response Questions

Table 15 presents an overview of the open-response questions in our website review framework. To highlight the innovative and outlier practices of each institution, we collected information about key practices to provide clarity and inform possible practice UMBC might consider in the future.

Key information includes where the study abroad office is located and study abroad opportunities are shared. Most study abroad offices seem to be located in student-centered buildings such as libraries, student commons, or undergraduate education centers. In one case, peer advisors' office hours take place in a University library. In contrast, IES is housed in an administration/graduate student building, which may serve to isolate the office from its target student population. Additionally, a few universities share study abroad opportunities online outside of the traditional study abroad webpage. Like UMBC, most universities highlight upcoming education abroad events. However, a few institutions shared permanent links on the homepages for admissions, enrichment programs, and even the broader institution.

Since UMBC students and faculty commonly cite financial concerns, we aimed to better understand how programming costs were shared at peer institutions. In almost all cases, the program costs were broken down so students could understand the total required payment to the university, including tuition, program fees, applications fees, and even applicable accommodation and insurance costs. Some universities even listed the specific loans, scholarships and financial aid that could and could not be used toward each program.

Table 15

Website Review Framework: Free Response Question

Questions (Free Response)	Question Focus	Peers (4)	Aspirational Peers (4)	Delaware	UMBC
In what type of building is the IES/Study abroad office located?	University Wide	Library Student Center Note: Office hours in Library	Student Union Library Undergrad Education Center	Admin Building	Admin Building
What is the title of the Senior Education Abroad Administrator?	University Wide	Executive Director, GEO Director, Education Abroad Associate Provost for International Programs Director of Education Abroad	Director of Education Abroad Vice Provost for Global Affairs & Dean, International Education Programs & Services Director, Study Abroad Director of Education Abroad	Director, Institute for Global Studies	Associate Director of International Education
To what unit does the Education Abroad office report?	University Wide	Office of the Provost Office of International Affairs International Programs Office Center for International Education & Global Strategy	Office of International Education Office of Global Affairs PittGlobal UConn Global	Academic Affairs	Office of International Education Services
Are goals and objectives posted for each experience? Do the goals focus on academic skills, cultural/global skills, or balanced?	Program	Mostly focus on academic goal/course credits. A few courses note leadership/cultural learning	Mostly focus on academic goal/course credits.	Academic	Academic
Where are Study Abroad experiences posted?	Program	Admission Page Global Studies Type programs Business School	Office of Global Affairs, Enrichment Programs	Institute for Global Studies	Study Abroad/IES's website Global Studies Program homepage
Does the institution charge separate tuition and program fees, or does the institution charge a single program fee that includes tuition?	Program	All charge tuition and fees Interesting Case: Mandatory abroad fee of about $860 per semester	Provide overall fee Breakdown by tuition, fees, insurance, accommodation (and provide total) With the total cost, school notes what financial aid is and is not eligible for the experience.	Tuition and program fee are separate	1 fee (but tuition is waived)
Is there a clear articulation of what credit(s) the student will earn? If yes, where?	Program	All programs clearly link course codes with individual programs	All programs clearly link course codes with individual programs	Classes listed with each program	Each program brochure provides alignment

DISCUSSION & INTERPRETATION

Quantitative Data

Predictors of Study Abroad Participation

Our research suggests that a significant barrier to study abroad participation can be found at the application stage; if students can be encouraged to start an application, the likelihood that they will actually participate is high. At the same time, despite UMBC's broadly diverse student population and institutional emphasis on STEM, it is not immune to the barriers that some students face as they move through the study abroad application process. Factors predictive of student participation continue to reflect national trends in study abroad (IIE 2018) and extant literature addressing study abroad participation (Bakalis & Joiner, 2004; Blumenthal & Laughlin, 2009; CIEE, 1988; Coryell, 2011; Desoff, 2006; Esmieu, et al., 2016; Ganz 1991; Hadis, 2005; Huebner, 2006; Leggett, 2011; Martinez, et al., 2009; Mullen, 2014; Paus & Robinson, 2008; Salisbury et al., 2010; Selingo, 2019; Twombley, et al., 2012; Zhao & Kuh, 2004; Zilvinskis & Dumford, 2018). Students who apply to study abroad are more likely to be female, participate in campus honors programs, have a higher GPA, and be enrolled full-time. They are less likely to be older students, pursue studies in STEM fields, or participate in college athletics. Somewhere between a student taking active steps toward study abroad by opening an online application and the point where they commit to program participation, age becomes insignificant, while race becomes a significant predictor of whether or not students will actually participate.

Student Background Characteristics

Our quantitative data includes four primary student background characteristics: first-generation status, race and ethnicity, gender, and age. The following subsection examines these themes in light of our findings and the extant literature.

First-Generation College Students

Available data suggest that nearly 30% of UMBC students identify as first-generation college students; these students may rule out study abroad as an option due to perceptions of frivolity and high expenses (Desoff 2006; Martinez, et al., 2009). Our administrative data support these observations, indicating a significant negative relationship between study abroad participation and first-generation student status, both overall and among study abroad applicants. Qualitative data further highlighted these challenges among students of immigrant families, with one administrator explaining, "*I know their parents wonder, "why do we have to do this? We came here; this is our study abroad, right? We're immigrants to this country, and I don't want to pay to have to send [my child abroad]."*

Race and Ethnicity

Extant literature acknowledges that study abroad has traditionally been an activity for students identifying as White (CIEE, 1988; Ganz 1991; Mullen, 2014). Despite the diverse racial and ethnic backgrounds of UMBC students, the institution does not appear to face significant challenges in encouraging students to *apply* to study abroad programs through IES. However, it appears that non-White students drop out of the study abroad pipeline at some point prior to their actual participation in programs. Our quantitative data suggests a significant difference in participation rates among applicants who identify as White vs those who do not. While White students represent only 42% of the overall UMBC population and 45% of study abroad applicants, they represent 55% of study abroad program participants. This suggests that UMBC may want to examine how it communicates and interacts with students throughout the application process and after they are accepted but before they commit.

Gender

Similarly to study abroad's association with White students, it has traditionally been understood as an activity that female students are more inclined to undertake (Desoff, 2006; Salisbury, Paulsen, & Pascarella, 2010; Selingo, 2019). Unlike many higher education institutions today, UMBC's overall student population is predominantly male (55%), yet its study abroad participant population is 67% female. Interestingly, our data indicates that gender is no longer a significant predictor of faculty-led program participation, suggesting that these programs may be a possible avenue for increasing male students' participation.

Age

At UMBC, as elsewhere, study abroad is primarily an activity for traditional-aged college students (Coryell, 2011; Twombley, et al., 2012). While the vast majority of students at UMBC are full-time (81% in our dataset), age as a predictor of study abroad application and participation seems to indicate two things. First, it indicates that students tend to study abroad earlier in their careers, which has face validity in that most students do not study abroad as seniors. Second, this speaks to larger questions about the accessibility of study abroad programs generally to non-traditionally-aged college students at UMBC. It also suggests an opportunity for UMBC to develop programs that might be more accessible for its non-traditionally-aged student population, who may have other responsibilities that prevent them from studying abroad for a long period.

Academic & Campus Characteristics

We also examined five academic and campus characteristics: a student's cumulative GPA, whether students studied in a STEM field, and whether participated in an honors program, college athletics, or a living/learning community.

Grade Point Average

Study abroad students tend to have higher GPAs than students who do not study abroad (Esmieu, et al., 2016; Hadis, 2005). Our UMBC data appears to reflect this observation; students with higher GPAs are significantly likely to apply to and participate in study abroad programs. Given the somewhat lower cumulative GPA among faculty-led program participants, this logic seems bear out, since UMBC controls the parameters for admission to the programs that they administer.

STEM

Exceeding the national average, more than half (56%) of UMBC's undergraduate population are pursuing studies in a STEM field through the university's College of Engineering and Information Technology or its College of Natural and Mathematical Sciences. Yet despite overall high numbers of STEM majors at UMBC, only 34% of study abroad applicants and 28% of study abroad participants are pursuing studies in a STEM field, reflecting an ongoing trend of underrepresentation among STEM students in study abroad (Blumenthal & Laughlin, 2009; Desoff, 2006; Leggett, 2011). While UMBC's rate of STEM student participation just exceed national study abroad participation trends (26%), the disproportionately few STEM students who study abroad highlight an area where IES may wish to focus its outreach, programmatic, and curriculum integration efforts.

Honors Programs

Given the positive relationship between study abroad application and participation and a student's cumulative GPA, it is not surprising that students who participate in University honors programs are also more likely to study abroad. Some honors programs, such as UMBC's Meyerhoff Scholars Program, explicitly incorporate study abroad into their program model (UMBC, 2019c). Similarly, the bulk of honors program participants who apply to and participate in study abroad participate in UMBC's more general honors program, which "encourages and supports" students in "undertaking independent research, engaging in service learning, studying abroad, and doing internships" (UMBC, 2019d), and requires students to maintain GPA of 3.25 and participate in an "Applied Learning Experience," of which study abroad is one option (UMBC, 2019e), in order to receive an Honors College Certificate upon graduation. The structure of the Honors College suggests that explicitly listing study abroad as an opportunity to fulfill a requirement (while also providing students with other options) may be a feasible approach for other programs and departments within the institution.

Athletics

The negative relationship between participation in athletics and study abroad at UMBC reflects observations in the extant literature (Desoff 2006; Huebner 2006; Paus & Robinson, 2008). Our data indicate that while student-athletes make up only 3.4% of the overall student population, they represent fewer than 2% of study abroad applicants and participants. If athletes tend to write off study abroad due to concerns about their athletic seasons, this may indicate a possible avenue for IES to reconsider outreach, programming, and cross-campus partnerships.

Living/Learning Communities

Our regression analyses do not indicate a significant relationship between living/learning community participation and study abroad when other independent variables are held constant. However, t-test analyses suggest that students who were members of a living/learning community were somewhat more likely to apply to study abroad programs, and within the applicant group were more likely to select and participate in a faculty-led study abroad program rather than a non-faculty-led program. We can imagine two possible explanations for this relationship. First, while the research is limited with regard to the relationship between participation in living/learning communities and study abroad, a positive relationship may reflect the suggestion in the literature that members of living/learning communities indirectly influences student participation in other educational activities (Zhao & Kuh 2004). Second, the tendency to select faculty-led programs may be due to the fact that these programs are not offered during the regular academic year, and therefore do not hinder participation in students' respective living/learning communities.

Student Enrollment Characteristics

Our analysis further examined four student enrollment characteristics: full-time enrollment, in-state residency, residential status (living on campus), and transfer student status.

Full-Time Enrollment

Our t-tests and regression analysis indicate that full-time enrollment is a significant predictor of students' applying to and participating in study abroad programs at UMBC. While there is very little extant literature that addresses student enrollment status as it relates to study abroad participation, scholars have acknowledged that for non-traditional undergraduates (including part-time students) may have a difficult time reconciling study abroad and existing family and work obligations (Desoff, 2006; Peppas, 2005; Twombley, et al., 2012).

In-State

Extant literature does not address whether a student's in-state or out-of-state residency at a public college influences participation in study abroad. Our results do not indicate that this is a significant factor for UMBC students, only 6.8% of whom are out-of-state. A more detailed examination of the programs that UMBC's out-of-state students choose might indicate a relationship between program cost and Maryland residency. Analyzing these variables in conjunction with financial aid status might be especially useful, since some study abroad programs may be less expensive for out-of-state students due to the higher tuition rate that they pay to UMBC.

Residential Status

A t-test of the difference in means between study abroad applicants and non-applicants at UMBC suggested that students who applied to study abroad were more likely to live on campus. While we were unable to find extant literature addressing students' residential status in relation to study abroad, we expect that this relationship is related to students' full-time status, since the

number of part-time students living on campus is negligible. Moreover, students who live on campus would likely have an easier time accessing housing upon their return from overseas, since they may not be required to give up their off-campus housing.

Transfer Student Status

Our t-tests indicate that students who transfer their enrollment to UMBC from another institution are somewhat less likely to apply to study abroad. This aligns with research indicating that transfer students may be less engaged on campus and less likely to participate in high-impact practices (Zilvinskis & Dumford 2018). It is also possible that transfer students do not believe that study abroad is a possibility for them, due to possible limitations on transfer credit. If this is the case, IES can consider ways that they can better communicate program options to transfer students, who may be particularly interested in faculty-led programs that award institutional credit.

Faculty-Led Program Selection

Finally, we examined whether application and participant predictions would remain the same when holding faculty-led program selection constant. Significant relationships for applicants included gender, age, STEM, honors, athletics, cumulative GPA, and full-time status. All of these relationships remained significant when faculty-led program selection was incorporated into the model, although probability levels varied slightly with regard to honors, athletics, and full-time enrollment variables. Significant relationships for participants included race and ethnicity, gender, STEM, honors, athletics, cumulative GPA, and full-time status. Of these, only gender was no longer significant when faculty-led program selection was incorporated into the model.

Extant literature suggests that "short-term study abroad programs… encourage more underrepresented students to consider the programs… [and] have emerged in recent years as an attractive alternative for many students who do not want to spend a long period abroad or are unable to do it for financial or other reasons" (Desoff, 2006, p.22). Similarly, Bakalis and Joiner (2004) hypothesize that "study tours where a subject is taught in 'block' mode may be more attractive" to students with factors that indicate lower openness to study abroad (p.290). Given that many student characteristics remain significant when incorporating faculty-led program selection into the model, IES may wish to consider further targeting its research and rethinking how it communicates with students as they make their way through the study abroad application process.

Qualitative Interview Data

Our interview data indicate that UMBC could better leverage faculty-led study abroad programs as a mechanism for internationalizing the University. UMBC community members acknowledged their appreciation of, and challenges related to, a non-traditional student body that is diverse across a wide range of background, academic, and enrollment characteristics. Interviewees seemed to share a sense of commitment to addressing internationalization -- both on campus

and abroad; they were also forthright in communicating anticipated challenges of improving faculty-led study abroad program engagement.

The themes that arose around university-wide internationalization highlight the need for leaders to undertake a sensemaking process (Gioia & Chittipeddi, 1991; Weick, 1995). As this process unfolds, opportunities for strategic alignment should emerge, necessitating conversations that will allow for greater cross-campus consensus around what internationalization means for UMBC. Ultimately, the extent to which the University values internationalization should be reflected in UMBC's ongoing practices (Hudzik & Stohl, 2009)

Alongside the sensemaking process, IES must endeavor to address issues at the programmatic level. Our interviews highlighted faculty members' desire for a system that eases the uncertainties and burden of logistical planning while affording them the opportunity to develop and oversee an optimal learning experience for students (Collentine, 2011). Furthermore, faculty need greater clarity around compensation for their efforts and expectations for the planning and execution of a faculty-led program. As the literature illustrates, a well-planned faculty-led program is labor-, time-, and resource-intensive, yet faculty should not need to draw on personal funds in order to effectively develop a program plan. Instead, UMBC must identify resources to support this process, which may involve reducing the number of programs it develops in a given year. Finally, program leadership is not seen as central to faculty's overall professional development and academic growth; there is a clear misalignment between the ambitious growth of faculty-led study abroad programs at UMBC and the faculty tenure and promotion process (Braxton, et al., 2002; O'Meara, 2011).

Faculty, staff and administrators all acknowledged that not all students had the same opportunity to participate in a study abroad program. As a Minority Serving Institution with a high-need student population, it is necessary to create opportunities that are both academically and culturally relevant (Blake, et al., 2019), and that do not exclude students based on their ability to pay. This may include designing programs that are eligible for federal and state financial aid, cultivating donors to support programs or student scholarships, and providing greater support for students navigating the external scholarship process.

Finally, the lack of attention to assessment and evaluation also highlights an opportunity for UMBC. Programs should identify clear objectives related to students' academic and personal growth, and program assessment should seek to evaluate how and whether students have achieved these objectives (Babb, Womble, & De'Armond, 2013; Chieffo & Griffiths, 2009; Chieffo & Spaeth, 2017; Deardorff et al., 2009; Hadis, 2005; Lee & Negrelli, 2018; Llanes & Muñoz, 2009; Anderson, Lawton, Rexeisen, & Hubbard, 2006; Pence & Macgillivray, 2008; Tarrant, Rubin, & Stoner, 2015). On the logistical side, regular site evaluation provides opportunities to strengthen relationships with partners abroad and ensure programs' success.

Best Practices

University websites can influence how faculty, administrators, and students perceive both

internationalization and faculty-led study abroad opportunities. One of the first questions in our website review focused on the university's mission statement and placement and/or notation of study abroad on the university's landing page. Through this question, we sought to understand how *words* (i.e. information) could reflect current practices and influence perceptions around faculty-led study abroad programming. Among its peers and aspirational peers, UMBC is the only institution whose mission does not use the words *global* or *international*, although it does emphasize inclusivity of diverse cultures and ethnicities. In addition, UMBC is one of only two universities that does not link to study abroad opportunities directly on its homepage, indicating lower prioritization of education abroad on campus (Attach & Knight, 2007; Bartell, 2003; Childress, 2009; Childress, 2018; Orton & Weick, 2011).

Our website review framework also indicates that peer institutions such as the Georgia Institute of Technology and George Mason University have many of the necessary conditions for a culture of internationalization and study abroad.

Although Georgia Tech is a STEM-oriented institution, they have been able to develop programs that facilitate high study abroad participation rates; their programming choices reflect the importance of developing study abroad programs that are "academically sound and culturally relevant" (Pasquarelli, 2018). Georgia Tech has also developed a systematic process that allows for flexibility in the creations and oversight of faculty-led programming in order to meet students' academic needs (Cole 2018; Eckert, et al., 2013; Pasquarelli, 2018). The creation of new faculty-led programs can occur either at the program/college level or with the oversight of the Office of International Education (OIE). To facilitate this process, the necessary documents are available online and clearly outline responsibilities and expectations for program development, student recruitment, financial processes, and risk management. This approach contrasts with UMBC's current context and the organic development of faculty-led opportunities (McCallon & Holmes, 2010). Furthermore, OIE offers specific scholarships and funding opportunities to support program development and student participation; this type of support is a necessary condition for program success (Robinson, 2017; Thrush & Victorino, 2016). OIE's scholarships range from $1000-$7000. Program outreach is also extensive; information sessions occur in a variety of campus locations, including information desks, the library, and the student center.

George Mason's website also appears to have highlighted their internationalization efforts in a tag line: *A university for the world*. With close proximity to Washington DC, GMU has a highly diverse student population on its main campus, including many groups that are traditionally underserved in study abroad (Chieffo & Griffiths, 2009; CIEE, 1988; Ganz, 1991; Mullen, 2014). GMU's process for developing faculty-led programs is designed to inform faculty about their roles and responsibilities before, during and after the program. The information provided includes all aspects of the program, from the course development process to follow-up with the students to ensure the completion of a Global Education Office (GEO) program evaluation, a necessary element for program improvement (Babb, Womble, & De'Armond, 2013; Chieffo & Griffiths, 2009; Rexeisen, et al., 2008). Moreover, GMU's GEO offers faculty grants of up to $2000 to support program development, as well as a variety of scholarships for students that facilitate participation. Scholarships may cover passport application fees, or provide $250 -$1800 toward

the cost of the program.

Many of UMBC's *yes* answers highlight that it has made several promising steps toward internationalization, and possesses many of the elements to facilitate further development in faculty-led programs. However, UMBC has far more limited staff capacity than its peers, leading it to provide far fewer opportunities to its students. UMBC's study abroad team is currently comprised of three full-time staff, compared with an average of twelve staff across peer institutions. This may be the biggest hindrance to UMBC's efforts to increase faculty-led study abroad programming, particularly since administering these programs is particularly time intensive (Butler, 2017; Chieffo & Griffiths, 2009; Shipley, 2017). Without the human capital to support its goals, UMBC will find it difficult to offer a significant number of faculty-led programs, and, by extension, increase study abroad participation rates (Babb, Womble, & De'Armond, 2013; Cole, 2018, Eckert, et al, 2013; Gia, 2015).

While the other peer institutions did not have as many *yes* answers as Georgia Tech and George Mason, their *yes* answers highlight practices that could enhance UMBC's internationalization efforts and faculty-led program portfolio. Three of UMBC peers are part of a larger state system, allowing them to benefit from consortia that support different aspects of program administration, including risk management and cross-institutional program enrollment, which helps to ensure a sufficient number of participants for each program. Fortunately, the University System of Maryland includes 12 public institutions across the state that can serve as resources and support for UMBC's small study abroad office. Finally, institutions provided virtually no information on program objectives or outcomes (Brewer & Cunningham, 2009; Deardorff, 2015; Deardorff, 2018; Gaia, 2015; Graham & Crawford, 2012; Hulstrand, 2016; Kirchgasler, 2017; Lee & Negrelli, 2018; Pasquarelli, 2018; Wilkie, 2018). Providing this information is a clear opportunity for UMBC to communicate program goals to students and their families, which may help participants better understand how programs may be of value as they seek to achieve their academic, personal, and professional goals.

LIMITATIONS

Quantitative Data

While our quantitative data is largely valid and reliable due to institutional reporting, there are some elements of data that are limited or missing. First, UMBC began tracking first-generation college students in 2013. First-generation student data is therefore incomplete, with 2,723 observations missing in this category. We chose not to remove this data from the dataset because statistical analysis software removes observations automatically. Second, eight observations represent visiting students who applied to study abroad through UMBC's study abroad office. Although very limited information was available for these visiting students (only gender and ethnicity were provided), we chose not to remove them from the dataset. We made this choice because six of these eight students started applications for UMBC faculty-led programs, and four ultimately participated on the programs. If these visiting students are removed from the dataset, the project would lose enrollment information pertinent to the programs that constitute the focus of this project.

Finally, our quantitative dataset is limited in that it lacks student-level financial aid information. The lack of financial aid data is a significant limitation that reduces the predictive power of our statistical analyses. Extant literature suggest that finances pose a substantial barrier to study abroad participation, particularly for students of color. The aggregate financial aid data that we received showed that 30% of UMBC students were Pell-eligible, and that 44% of students received need-based financial aid during the 2017-18 academic year. Our qualitative interview data further suggest that this barrier may be significant for UMBC students -- particularly when it comes to faculty-led study abroad programs, for which it is often difficult to utilize financial aid awards, and for which few scholarships exist.

Qualitative Data

Our interview data is limited by selection bias and the use of a sample of convenience. All interviewees were selected and scheduled through UMBC's International Education Services office. These participants were selected due to their direct connection with IES, as well as their availability; there may consequently be perspectives missing from the data that could be central to our findings. In addition, our website review reflects only a snapshot of the researchers' visual findings from a mutable media source, the Internet. Given the many ways in which these websites are often organized, it is possible that our research team missed certain information, or that this information has changed since we analyzed these websites in early 2019.

While our qualitative and quantitative data is not intended to be generalized beyond the UMBC context, UMBC's demographic and academic populations provide important information about the study abroad pipeline at Minority Serving Institutions and institutions with relatively low study abroad participation rates. Research suggests that "[Minority Serving Institution] students are much more likely to be first-generation college students and/or from low-income backgrounds, for whom the cost of study abroad might be perceived as an unbearable financial burden" (Esmieu, et al., 2016). While there is no way to know for certain, we anticipate that student-level financial aid data would most effectively clarify which factors are truly significant to student application and participation in study abroad programs at UMBC. These findings might also provide IES with data to support the establishment and growth of institutional resources for study abroad students.

RECOMMENDATIONS

Based on our findings, we have developed a number of recommendations for IES and UMBC as they move forward with campus internationalization and establish a strategy for faculty-led program development and growth. These recommendations reflect themes from our comparative website analysis, campus interviews, and quantitative data, and are rooted in the extant literature on internationalization, strategic planning, study abroad programming, and study abroad participation:

Gain Support for Internationalization from Campus Stakeholders
First, in order to move forward with plans for campus internationalization and study abroad program growth, IES will need to attain verbal *and* financial commitments for internationalization initiatives from senior leadership on campus (Green, 2002). Leaders should also prioritize opportunities to engage in sensemaking around the benefits and importance of internationalization (Gioia & Chittipeddi, 1991), including public information campaigns, town hall meetings, and formal and informal conversations with campus stakeholders. Part of this process should involve the relocation of IES to a more student-centered, visible area of campus (Harari, 1992), in order to communicate the prioritization of the office's work. It should also involve soliciting input from campus stakeholders (Kotler & Murphy, 1981; Tromp & Ruben, 2004), including undergraduate students (Zimitat, 2008), through the ACE Internationalization Laboratory process.

Institutional leaders must also seek to build participation in international activities into faculty reward structures (Braxton, et al., 2002; O'Meara, 2011; Childress, 2018; Dewey & Duff, 2009). This can include: establishing hiring priorities for faculty that collaborate with researchers abroad or have other international dimensions in their work; incorporating international activity (broadly defined) into the considerations for tenure and promotion; and providing salaries, stipends, course buyouts, or sabbatical terms for faculty participating in international programs, projects, or exchanges. In addition, leaders should consider how they can best leverage disciplinary priorities to gain faculty support for internationalization (Barber, et al., 2007; Geisler, et al., 2007; Groennings & Wiley, 1990).

Plan Strategically for Sustainability
Second, IES should think about how faculty-led programs might contribute to UMBC's strategic goals -- including and beyond internationalization (Childress, 2018; Mazzarol, et al., 2009; Robinson & Pearce, 1983; Tromp & Ruben, 2004). This will involve a focus on *moderate, managed, and incremental growth* to allow for thoughtful and strategic expansion of UMBC's faculty-led study abroad portfolio. IES should also prioritize the success of existing programs and align all new programs with office and university strategy and students' academic needs and interests. Managed growth also requires that IES limit the development of new programs to no more than one per year, in order to ensure a worthwhile investment of financial and IES staff

resources. New programs should be selected by a committee of faculty and staff, and selections should be based upon feasibility, comprehensiveness of the proposal, alignment with UMBC strategy, and program repeatability. This will allow IES offer a predictable slate of programs from year to year, and will allow programs the time they need to earn a positive reputation among students. Throughout this process, IES should collaborate with other universities in the University of Maryland system, and continue to benchmark office practices against peers and industry best practices (Mazzarol, et al., 2009).

Align Program Offerings with Student and Curricular Needs

Third, all UMBC-owned education abroad programs should outline clear learning goals and demonstrate how they fit into school-wide or departmental UMBC curricula (Bond & Thayer Scott, 1999; Brewer & Cunningham, 2010; Childress, 2018; Collentine, 2011; Dewey & Duff, 2009; Harari, 1992; Raby, 2007). This will require that all academic study abroad programs be tied to a credit-bearing course. Moreover, IES should actively reach out to specific departments to begin work around curriculum internationalization and study abroad curriculum integration. IES should also consider how it can make use of campus administrative and/or survey data to identify possible academic areas for new programs. In order to demonstrate support for faculty interested in developing programs, UMBC should also provide opportunities to support faculty development, including site familiarization visits (Brewer & Cunningham, 2010; Schuerholz-Lehr, et al., 2007). Finally, given broader concerns about program affordability among UMBC faculty and students, IES should consider the benefits of alternative faculty-led program models, including education abroad experiences tied to semester courses.

Manage Faculty & Student (& Parent) Expectations

Fourth, UMBC should endeavor to manage stakeholder expectations in order to facilitate faculty-led program participation (Mazzarol, et al, 2009; Tromp & Ruben, 2004). Expectation management will involve shifting IES's communication strategy to be more transparent about program costs, fees, and financial aid opportunities for faculty-led programs. One crucial step will be reconsidering the "tuition waiver" policy or discussing alternative language to more effectively explain this policy to students. Another will be thinking creatively about how to communicate comprehensive information about outright program costs (and potential hidden costs) to applicants and their parents. When it comes to faculty program leaders, IES should develop resources that include comprehensive details about the program planning process and expected time commitments. In order to provide the most accurate information to faculty, IES staff should also involve former faculty program leaders in information and training sessions to facilitate peer learning.

Work within Resource Constraints

Fifth, IES should consider how it can achieve its goals given existing financial, human capital, and time constraints. Given the depth of faculty knowledge and experience, this might involve creating faculty learning communities in order to encourage a shift from siloed practice to communication and collaboration. Since recent growth in faculty-led program offerings has required a time commitment that exceeds IES's current staff capacity, IES should consider hiring an additional staff member with faculty-led program expertise to work specifically on these

programs, enabling leadership to focus on day-to-day management of the study abroad team (Hulstrand, 2016). As mentioned above, IES should also be selective about new program development, prioritizing program repeatability. Finally, IES should actively partner with the UMBC advancement office in order to improve financial access to programs and create study abroad scholarship opportunities.

Institute Best Practices for Risk Management

Sixth, IES should consult with peer institutions to develop explicit processes, expectations, and policies around emergency management (Cole, 2018; Hulstrand, 2016; Kurtzman, 2017; McCallon & Holmes, 2010; Wilkie, 2018). These efforts should be infused in the program planning process. At the outset, faculty should be required to address risk management considerations in program proposals. Once programs are approved, IES should develop mandatory faculty training sessions to communicate expectations and responsibilities around risk management during the program.

Develop an Assessment Plan

Finally, UMBC should develop clear goals and a corresponding assessment plan for internationalization -- and for education abroad programs in particular (Deardorff, et al., 2009; de Wit, 2009; Eckert, et al., 2013; Hudzik & Stohl, 2009; Tromp & Ruben, 2004). This plan should incorporate qualitative data, quantitative data, benchmarks, and measurable outcomes essential for understanding internationalization progress. One essential step involves collaborating with IRADS to determine the most effective way to code faculty-led programs in the existing student information system. The study abroad team should also develop tools to systematically evaluate all UMBC-administered programs. These evaluations should incorporate faculty and student feedback related to logistics, learning goals, and personal development. IES staff should also evaluate program viability through regular on-site program reviews every 4-5 years. These site visits will allow IES staff to strengthen relationships with partners abroad, better advise students and manage expectations about programs, and consider how to improve program logistics and academics.

CONCLUSION

Given its long history of serving both demographically and academically diverse students, UMBC has the potential to be a leader in student mobility among Minority Serving Institutions. A commitment to faculty-led program development provides an important opportunity to address student participation, especially among students historically underrepresented in study abroad.

Our literature review elicits themes related to campus internationalization and study abroad administration that are reflected in our quantitative and qualitative data. Analysis of the data and corresponding scholarly works point to clear, actionable recommendations for IES and for UMBC more broadly. While many of our recommendations are immediately actionable within IES, others require both time and active verbal and financial support from institutional leaders.

While a lack of critical financial aid data and interviews that address student perspectives on campus and curricular internationalization limit the applicability of our findings, this study provides essential information about pipelines, perspectives, and practices related to faculty-led study abroad programming at UMBC. We hope that future studies will incorporate both financial aid data and student perspectives in order to create a fuller and more accurate understanding of UMBC's approach to study abroad.

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APPENDICES

Appendix 1: *Touch points of program development* (Cole, 2018)
Appendix 2: *Three phases of the short-term study abroad curriculum* (Pasquarelli, 2018)
Appendix 3: Global Learning VALUE Rubric (AAC&U, 2018)
Appendix 4: Observation Drop Protocol for Quantitative Data
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Appendix 6: Qualitative Data Codebook (NVivo)
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Figures & Tables:

Figures:
Figure 1:   *National Participation Rates in Study Abroad 2012-13 to 2016-17*
Figure 2:   *Internationalization Model*
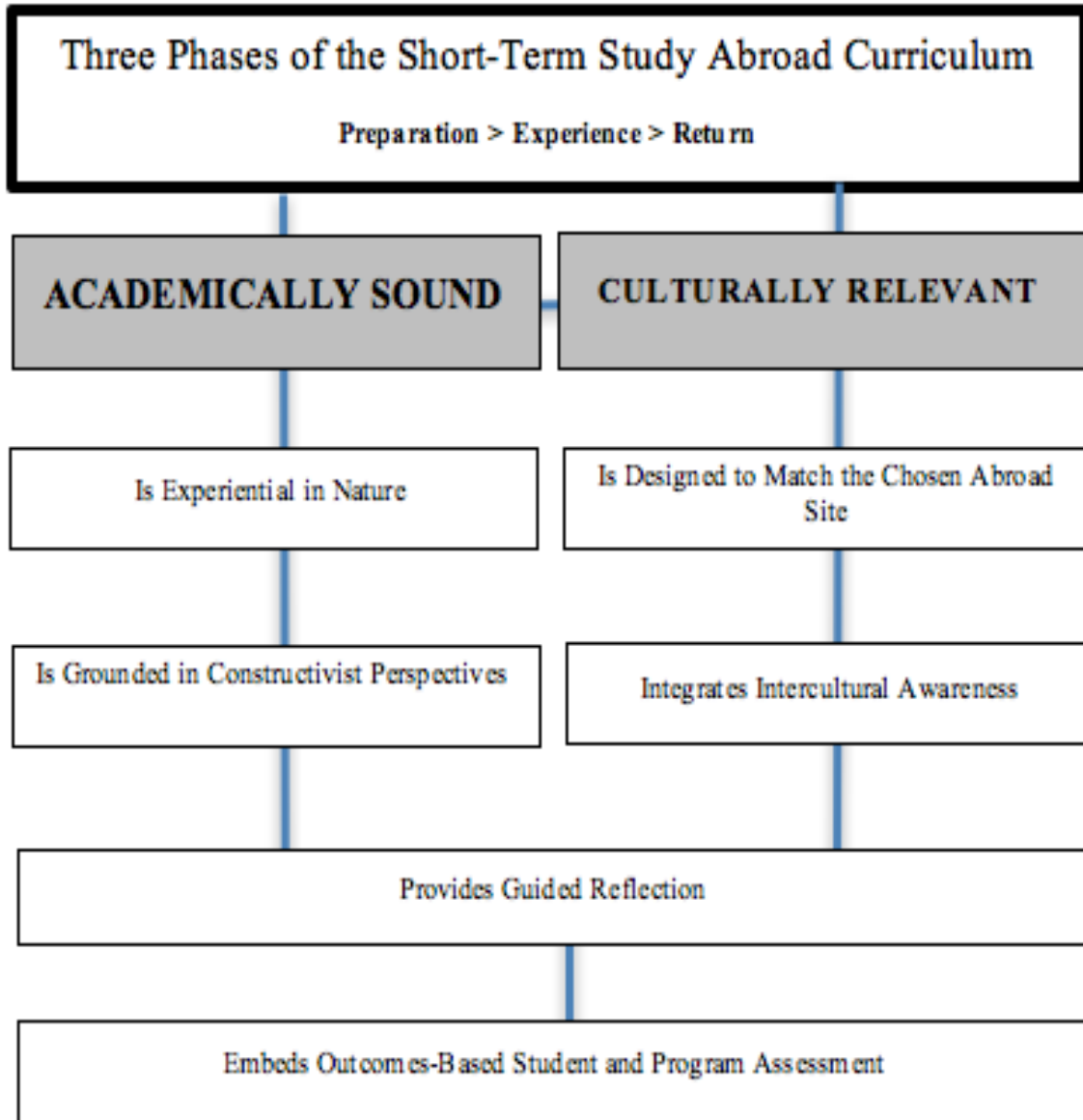Figure 3:   *Defining the Internationalization Spectrum*

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Appendix 1
Touch points of program development **(Cole, 2018)**
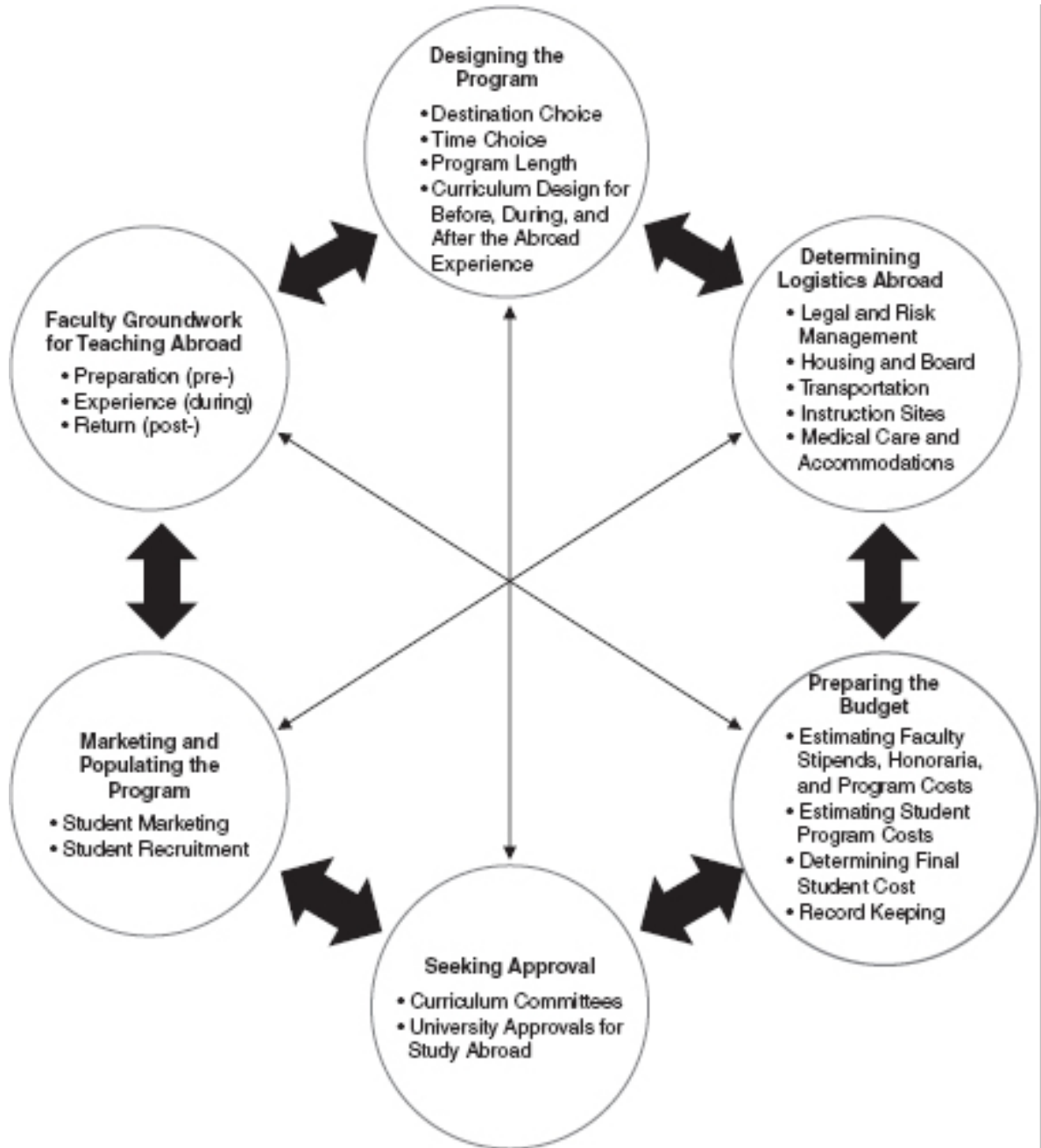
Appendix 2
Three phases of the short-term study abroad curriculum (Pasquarelli, 2018)

Three Phases of the Short-Term Study Abroad Curriculum

Preparation > Experience > Return

ACADEMICALLY SOUND	CULTURALLY RELEVANT
Is Experiential in Nature	Is Designed to Match the Chosen Abroad Site
Is Grounded in Constructivist Perspectives	Integrates Intercultural Awareness

Provides Guided Reflection

Embeds Outcomes-Based Student and Program Assessment

Appendix 3
Global Learning VALUE Rubric (AAC&U, 2018)

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Appendix 4
Observation Drop Protocol for Quantitative Data

Manually drop observation if...

1. A student "Committed" to a different program in the same term

2. A student "Committed" to a different program, regardless of term

3. A student started an application to a faculty-led program and all other applications (regardless of term) were "Withdrawn"

4. A student's application was "Withdrawn: Pre-Decision" if another application was "Withdrawn: By Staff" in the same term

5. A student's application was "Withdrawn: Pre-Decision" if another application was "Withdrawn: By Staff" in any other term

6. A student "Committed" to a Faculty-Led program in the same term

7. A student "Committed" to a Faculty-Led program regardless of the other application term

8. A student also applied to a Summer or January program, and the observation in question is for an Academic Year, Fall, or Spring term program (whether all applications were Committed or Withdrawn)

9. The program name comes second alphabetically, where term, status, and program type are all the same

Appendix 5
Interview Protocols

Interview Protocol: Senior Administrators

Introductions
Hi. I am _____, a graduate student at Vanderbilt University. We are working to understand internationalization and faculty-led study abroad at UMBC. Our goal today is to talk to you about your experiences and interactions with study abroad and internationalization in your time here. Would that be OK?

Icebreakers (Background?)
1. How long have you been at UMBC?
2. Tell us a little bit about your work/position.
3. How does your position interface with the International Education Services office?

Pathways & Barriers to Programs
1. Did you study abroad as a student? If so, where and for how long? If not, any particular reason, why not?
2. What international connections exist within your work?
   a. Can you tell me about any professional international experiences that you've had thus far?

Study Abroad Program Development
1. How familiar are you with the process for faculty-led study abroad program development?
2. How does your office support either faculty or IES in this process?

Programs
Goals
1. How does study abroad contribute to your office's goals?
Execution
2. What supports do you provide to faculty or to IES during study abroad programs?
Evaluation
3. What does a successful study abroad program look like to you?
4. After a study abroad program is over, what information (if any) do you receive about student outcomes? From whom do you receive this information?

Study Abroad & the Undergraduate Curriculum
Curriculum
1. To your knowledge, what international or cross-cultural requirements currently exist within the UMBC undergraduate curriculum?
2. What role do you think study abroad currently plays in the undergraduate curriculum at UMBC?

3. Do you think UMBC should require some type of international experience (i.e., study abroad, internship) in order for students to graduate? Why/why not?
4. To your knowledge, do faculty/your colleagues actively incorporate an international dimension into their courses and their teaching? If yes, what does that look like?
5. To your knowledge, do faculty/your colleagues believe that the undergraduate curriculum should more prominently emphasize international or cross-cultural issues? If yes, in what ways?

Culture, Values, and High-Impact Practices
1. How important do you think international experiences are for students?
   a. Are they more or less important for certain majors?
   b. Certain types of student?
2. To your knowledge, how would you describe the culture around study abroad participation at UMBC?
3. Do you feel that there are students who could/should be going abroad but that the university isn't currently reaching?
   a. Who are they?
   b. How do you think the university could best reach these students?

Prioritization
1. How do you highlight or prioritize international experiences for undergraduates?
2. What would you consider UMBC's greatest challenge when it comes to campus internationalization?

Wrap up
Are there additional observations, opinions, or recommendations you would like to share?

Interview Protocol: Faculty

Introductions
Hi. I am _____, a graduate student at Vanderbilt University. We are working to understand internationalization and faculty-led study abroad at UMBC. Our goal today is to talk to you about your experiences and interactions with study abroad and internationalization in your time here. Would that be OK?

Icebreakers (Background?)
1. How long have you been at UMBC?
2. Tell us a little bit about your work/position.
3. How does your position interface with the International Education Services office?

Pathways & Barriers to Programs
1. Did you study abroad as a student? If so, where and for how long? If not, any particular reason, why not?
2. What international connections exist within your work?
   a. Can you tell me about any professional international experiences that you've had thus far?
3. (Faculty) What inspired you to lead (or consider leading) a study abroad program (ie colleagues, past experiences, outreach)?
   a. How well known are study abroad program leadership opportunities among your colleagues?
   b. What, if anything, might deter you or your colleagues from leading a study abroad program?
      i. How could UMBC reduce or address these barriers?

Study Abroad Program Development
1. Take me through your process of applying to and developing a faculty-led study abroad program, step by step.
2. What expectations did you have around the requirements for study abroad program development?
   a. How did these expectations align with reality? Were there any surprises?
3. What assistance did you receive from IES?
4. What insights did you gain through the planning process?
   a. What challenges arose/have arisen as you sought (seek?) to develop and implement your program?
   b. Would you do anything differently if you were starting from scratch? What?

Programs
Structure
1. Tell me about your program. How is it structured?
   a. Probe: Type - Personal contacts, university partnerships and/or 3rd party provider

2. Who is your target student population? How do students (targeted or otherwise) find out about this program?

Goals
3. What are your goals for your program (academic and otherwise)?
    a. What do you hope to achieve?
    b. What do you hope that your students will achieve?

Execution
4. How do you prepare students and manage their expectations for their time in the host country/countries?
5. What (if any) logistical, academic, or cultural challenges arose during the program?
6. What supports do/did you have (on-site and here at UMBC) while the program is/was running?
7. How certain are/were you of what to do in the event of an emergency abroad?

Evaluation
8. What does a successful program look like to you?
9. How will you know if you've succeeded in the goals that you mentioned earlier?

Study Abroad & the Undergraduate Curriculum

Curriculum
1. What international or cross-cultural requirements currently exist within the UMBC undergraduate curriculum?
2. What role do you think study abroad currently plays in the undergraduate curriculum at UMBC?
3. Do you think UMBC should require some type of international experience (i.e., study abroad, internship) in order for students to graduate? Why/why not?
4. To your knowledge, do faculty/your colleagues actively incorporate an international dimension into their courses and their teaching? If yes, what does that look like?
5. To your knowledge, do faculty/your colleagues believe that the undergraduate curriculum should more prominently emphasize international or cross-cultural issues? If yes, in what ways?

Culture, Values, and High-Impact Practices
6. How important do you think international experiences are for students?
    a. Are they more or less important for certain majors?
    b. Certain types of student?
7. How would you describe the culture around study abroad participation at UMBC?
8. Do students in your department, or with whom you interact, tend to study abroad? Do you recommend that they do so?
9. Do you feel that there are students who could/should be going abroad but that the university isn't currently reaching?
    a. Who are they?
    b. How do you think the university could best reach these students?

Prioritization
10. How do UMBC's leaders highlight or prioritize international experiences for undergraduates?

11. What would you consider UMBC's greatest challenge when it comes to campus internationalization?

Wrap up
Are there additional observations, opinions, or recommendations you would like to share?

Interview Protocol: Other UMBC Staff

Introductions
Hi. I am _____, a graduate student at Vanderbilt University. We are working to understand internationalization and faculty-led study abroad at UMBC. Our goal today is to talk to you about your experiences and interactions with study abroad and internationalization in your time here. Would that be OK?

Icebreakers (Background?)
1. How long have you been at UMBC?
2. Tell us a little bit about your work/position.
3. How does your position interface with the International Education Services office?

Pathways & Barriers to Programs
1. Did you study abroad as a student? If so, where and for how long? If not, any particular reason, why not?
2. What international connections exist within your work?
   a. Can you tell me about any professional international experiences that you've had thus far?
3. To your knowledge, how well known are study abroad program leadership opportunities among UMBC faculty?
4. In your opinion, what might deter faculty from leading a study abroad program?
   a. How could UMBC reduce or address these barriers?

Study Abroad Program Development
1. How familiar are you with the process for faculty-led study abroad program development?
2. How does your office support either faculty or IES in this process?

Programs
Goals
1. How does study abroad contribute to your office's goals?
Execution
2. What supports do you provide to faculty or to IES during study abroad programs?
Evaluation
3. What does a successful study abroad program look like to you?
4. After a study abroad program is over, what information (if any) do you receive about student outcomes? From whom do you receive this information?

Study Abroad & the Undergraduate Curriculum
Curriculum
1. To your knowledge, what international or cross-cultural requirements currently exist within the UMBC undergraduate curriculum?

2. What role do you think study abroad currently plays in the undergraduate curriculum at UMBC?
3. Do you think UMBC should require some type of international experience (i.e., study abroad, internship) in order for students to graduate? Why/why not?

Culture, Values, and High-Impact Practices
1. How important do you think international experiences are for students?
    a. Are they more or less important for certain majors?
    b. Certain types of student?
2. To your knowledge, how would you describe the culture around study abroad participation at UMBC?
3. Do you feel that there are students who could/should be going abroad but that the university isn't currently reaching?
    a. Who are they?
    b. How do you think the university could best reach these students?

Prioritization
4. How do UMBC's leaders highlight or prioritize international experiences for undergraduates?
5. What would you consider UMBC's greatest challenge when it comes to campus internationalization?

Wrap up
Are there additional observations, opinions, or recommendations you would like to share?

Interview Protocol: IES Staff

Introductions

Hi. I am _____, a graduate student at Vanderbilt University. We are working to understand internationalization and faculty-led study abroad at UMBC. Our goal today is to talk to you about your experiences and interactions with study abroad and internationalization in your time here. Would that be OK?

Icebreakers (Background?)
1. How long have you been at UMBC?
2. Tell us a little bit about your work/position.
3. How does your position interface with the International Education Services office?

Pathways & Barriers to Programs
1. Did you study abroad as a student? If so, where and for how long? If not, any particular reason, why not?
2. What international connections exist within your work?
   a. Can you tell me about any professional international experiences that you've had thus far?
3. To your knowledge, how well known are study abroad program leadership opportunities among UMBC faculty? How do you publicize these opportunities to faculty?
4. In your opinion, what might deter faculty from leading a study abroad program?
   a. How do you think you could reduce or address these barriers?

Study Abroad Program Development
1. How did you develop the process for faculty-led study abroad program development?
2. Take me through your process of applying to and developing a faculty-led study abroad program, step by step.
3. What expectations do faculty typically have around the requirements for study abroad program development?
   a. How do these expectations align with reality? Are there any surprises?
4. What assistance do you provide to faculty program directors?
5. What insights have you gained through the planning process?
   a. What challenges have arisen in program development and implementation?
6. Would you do anything differently if you were starting from scratch? What?

Programs

Structure
1. Tell me about your office. How is it structured?
2. Tell me about the types of programs that you offer. How are faculty-led programs different from other programs (in terms of time, resources, planning, etc.)
3. How do students find out about study abroad programs?
4. What do your outreach efforts look like?

Goals
5. What are your goals for your faculty-led programs?
   a. What does IES hope to achieve?

  b. What do you hope that students will achieve?

Execution

 6. How do you prepare students and manage their expectations for their time in the host country/countries?

 7. What (if any) logistical, academic, or cultural challenges have arisen during the programs that have run thus far?

 8. What supports do faculty have (on-site and here at UMBC) while their program is running?

 9. What should faculty do in the event of an emergency abroad? How do you communicate these procedures?

Evaluation

 10. What does a successful faculty-led program look like to you?

 11. How do you assess student outcomes?

 12. How will you know if you've succeeded in the goals that you mentioned earlier?

Study Abroad & the Undergraduate Curriculum

Curriculum

 1. To your knowledge, international or cross-cultural requirements currently exist within the UMBC undergraduate curriculum?

 2. What role do you think study abroad currently plays in the undergraduate curriculum at UMBC?

 3. Do you think UMBC should require some type of international experience (i.e., study abroad, internship) in order for students to graduate? Why/why not?

 4. To your knowledge, do faculty actively incorporate an international dimension into their courses and their teaching? If yes, what does that look like?

 5. To your knowledge, do faculty believe that the undergraduate curriculum should more prominently emphasize international or cross-cultural issues? If yes, in what ways?

Culture, Values, and High-Impact Practices

 6. How important do you think international experiences are for students?

  a. Are they more or less important for certain majors? Why?

  b. Certain types of student? Why?

 7. How would you describe the culture around study abroad participation at UMBC?

 8. Do you feel that there are students who could/should be going abroad but that the university isn't currently reaching?

  c. Who are they?

  d. How do you think the university could best reach these students?

Prioritization

 9. How do UMBC's leaders highlight or prioritize international experiences for undergraduates?

 10. What would you consider UMBC's greatest challenge when it comes to campus internationalization?

Wrap up

 Are there additional observations, opinions, or recommendations you would like to share?

Nodes & Sub nodes	Focus Area	Illustrative Quotation
Accessibility: Competing priorities and values	Programming	In terms of the STEM students I just don't know what the advisors are telling them. There's no offer. There's no realistic offers that's what I'm trying to put together in a study abroad program in the fall semester with UMBC STEM courses offered there. So that they can take it in their junior year. I'm looking exactly, actually pulling the majors to see what courses they would have had the opportunity in their junior year, what courses would would they have preferred to see in a study abroad for the courses. Because again you know it's a matter of economics and you know how many courses you have to offer to make the program attractive enough to get enough students; so it's a catch-22 situation. - Faculty
Accessibility: Financial Aid	Programming	And it's a lot of work to track down those scholarships and all that. So any way that the university could smooth out that system and help students find the financial aid they need to go would be would help with some of that equity stuff.
Accessibility: Institutional context (SES, demographics)	Programming	So I'm on this ever mission to try to increase diversity and making sure more students see themselves doing study abroad. - Senior Admin
Accessibility: Processes	Programming	And we're pretty sure they're actively telling students that they can't do it. I can't like say with any certainty other than students coming to us and saying, they've been told they can, and not just by their faculty, their professional advisors, but also by the faculty - IES staff
Assessment	Programming	But I don't have formal feedback...I thought there was something in place from the the Study Abroad Office and just improvised some questions about what they enjoyed. You know, I asked things like did they enjoy the homestay, but I didn't know what to ask more. – Faculty

Assessment: currently minimal or nonexistent	Programming	I don't get any feedback on student outcomes. And I don't really know what happens actually. To be honest. Hopefully we are gaining that data. I am certain that it's a positive outcome. I don't know how well or if we are measuring it. I hope, so but I really don't know if we're looking at, you know, how it...I don't even know how we're choosing the students that are participating. Or if we are looking to see what the impact is afterwards. Senior Admin
Expectation of Faculty	Programming	Not that the faculty won't step into that role. But I think you might have more faculty, if they knew they had resources, what do I do when this student disappears? What do I do when you know, they get into a fight in a bar? What do I do when you know, whatever you can imagine? They're all sort of in certain situations, and you're overseas. Does your faculty member speak the language of the country you're in? There's all those kinds of considerations. - Faculty
Expectation of student (fac and staff assumptions)	Programming	And we realized that a lot of our students can't do the semester or the full year and so the the faculty led is a little bit more flexible for them. Maybe not financially, but if time is their their thing, or they need to have their domestic UMBC credits, it works. - Non IES Staff
Expectations of Execution	Programming	So my local contacts were more on the academic side. Like let's have people that I know to come in. Although for the [specific] talk that was through IES. Because we this one professor at the University, we all know him - Faculty
Expectations of planning	Programming	So I filled out this packet that had been requested of anyone wanting to do a program. And that packet was chock full of questions designed to help me really think through logistically about how this would work. - Faculty
Expectations of processes	Programming	So we got two pre-departure orientation meetings basically running through you know, the obvious and the not so obvious, preparing them a little bit for the cultural shock which are they are not expecting - Faculty
Expectations of Program Costs (Tuition Waiver)	Programming	I would re-evaluate the tuition waiver aspect of it. I'm not sure it's benefiting anybody to waive tuition. Because we have, there are actual expenses built in. I haven't had a chance to sit down and look at what the financial implications would be if we switched it- IES staff

NST Need for Strategic Thinking	Internationalization across the university	I think we think we're doing great work and we probably are, to some extent. But I think [new leadership] has kind of really enlightened us that we're not really in the game yet. We're not even, we're not there yet. And we've got so much more to do. Like, prior to... we probably were feeling pretty good about ourselves Senior Admin
NST Program development and partnerships	Internationalization across the university	It's, it's mostly left within IES. In terms of the planning for that support. Now, that said, certainly, the approvals office provides provides support in terms of making connections, with faculty members, with departments, making connections with partners outside. Making connections and sometimes partnerships with the agencies that support study abroad programs. And frankly, without them will not be able to do that because we just don't have the infrastructure in other countries to do so. Really need to do to develop those partnerships. - Senior Admin
NST Program viability and overlap	Internationalization across the university	And one of the things I noticed in my time here and compared to other universities is that study abroad is kind of an afterthought to IES - IES Staff
NST Serving students and curricular needs	Internationalization across the university	The program was open to all students on campus because I'm offering a course that's serving as a double listing as a biology course for majors and as a biology course for non-majors so they can dig into it. It's unlikely that will but the non-majors can take it too. And but the focus was on biology students because my feeling is that STEM students rarely have an incentive to go abroad. - Faculty
PI Perceptions of Internationalization	Internationalization across the university	And we're close to DC. So the students who are highly kind of mobile and and motivated as they get into their junior senior year, they'll take advantage of some things in DC. But yeah, you could stay right here, never leave campus. And you'd still have, because in part because of our proximity to DC. I mean, we're literally 25 miles away from one of the most international cities in the world, right. So there's plenty of opportunity for for all that, you know. - Faculty
PI Curriculum and requirements	Internationalization across the university	[Response to if Study Abroad should be required] - I am of the opposite opinion about college these days, which is I I I don't like the way college has become sort of remedial work for high school. Like, I feel if a student knows what they want to major in, let them go major in it. I do. I do appreciate a liberal arts education. But I think it can be overbearing and a bit of a stumbling block. - Faculty

PI Not universally perceived as a priority	Internationalization across the university	It could be that the university isn't reaching. It could be that they are receiving conflicting messages from different offices. It could be that messages from students, from their peers, might dissuade them from this. It might be I can't possibly miss anything while I'm here. It might be the automatic myth of I can't afford it; my financial aid won't transfer- not true. So the kinds of things that are the myths that we work our best to break down. That message doesn't get through. - IES Staff
PI Resource allocation does not reflect	Internationalization across the university	We don't have like a university license for zoom or WebEx or GoToMeeting or some sort of video conferencing software. Every department has their own licenses, Senior Admin
RCP Reasoning for Current Practice	Internationalization across the university	I knew that led those trips in Ancient Studies, they've been doing them for decades. And, you know, it was kind of an opportunity for them to travel abroad. And I think because they had been doing them for decades, they didn't have to think that hard about them. - Non IES Staff
RCP Institutional culture	Internationalization across the university	It's a little awkward for IES because for us, it is not just a student experience. It's also an alumni event. And so are our trip goers are both students and former students. - Faculty
RCP UMBC relative youth	Internationalization across the university	I mean, if some students can go because their families have enough resources, that they don't have to work for a semester, for a year, or they have that scholarship that lets them not have to work versus students who don't have that option. I think that's an equity issue that the university should look at. You know, I'd hate to see that people aren't doing it, because they don't think they can't afford it. Senior Admin.
RN&C Resource Needs and Constraints	Programming	How do we get students to and parents and advisors again, to all say yes to this. I think making sure that the programs are providing either a major requirement or a general education requirement is absolutely critical. Senior Admin
RN&C Faculty compensation	Programming	And almost every single faculty member has asked, you know, if they could get paid more, but we don't really have. We don't have a process to develop better and more equitable wage guidelines at this point - IES Staff

RN&C Program planning	Programming	I think, some of the concerns that I had, and my department chair had for me and some of the other faculty as well is just the investment of time with setting it up. And, you know, figuring out how to teach a course in a foreign country, especially if you have limited experience with that country. So there's some folks that are interested in teaching in different places, but they have limited experience - Faculty
RN&C Student scholarships & funding	Programming	Yeah, I think they're very compatible. And I think that a lot of students don't understand that the financial aid that they're already receiving, can go towards that study abroad experience. And I know that study abroad has been doing a lot of outreach to try and let students know, you know, not all programs are fair, you know, I know that studying abroad can be expensive, but you can also pick a program that is affordable, that might be equivalent to what it would cost you to, you know, attend UMBC for a semester. - Non IES Staff
RNC& Staff Capacity	Programming	And of course I know that the international office is very small, and they just start. So also the lack of faculty, the lack of staff over there. That is so hard. It is just a few people. It's hard! - Faculty
RNC Resource Needs and Constraints	Internationalization across the university	If the seeds are sowed earlier. It's hard. I mean, some people are able to pull kind of a hail mary and do it in their senior year. But it's really hard here because showing our majors get complex. And there's often just, you know, this course only offered once every, you know, 10 years to take it this time this semester, being a little facetious, but, you know. There's some planning elements to the senior year that make it difficult in certain cases, especially in certain majors or colleges. And that's something we need to look at, if we really want to, if we find that there's roadblocks, - Senior Admin
RNC Addressing faculty compensation	Internationalization across the university	The pay is less than if they would have taught a summer course, with us here on campus. Yeah, because they receive a salary rather than they're not on a rank basis. - Non IES Staff
RNC Ensuring program repeatability	Internationalization across the university	I actually have not changed anything from one year to the next. Everything runs great. Students seem to like everything. Maybe I got very lucky with students, I don't know. - Faculty

S&S Systematization & Sustainability	Programming	So one thing I'd love to see the faculty-led is, right now, we don't have any official policy, I guess about, again, making it a little bit more strategic. You know, we're sending students to locations that don't always make the most sense about academically or financially. Faculty aren't always as strategic, so I love to see that be a little bit more strategic, including our partnerships. - IES Staff
S&S Focus on program sustainability repeatability	Programming	I'd say the size is probably maybe 30 people. I think that's 25 to 30 people. That significant enough, so it is replicable to, or comparable to something that we take place on this campus. I think as programs are, again I'll put my monetary kind of business cap on. There are cost savings, with once contracts are established and buses are assigned. And hotels are, you know, the more people that you can. There may have been a cost anyway, depending on whether let's say something was 15 or 20 or 30. When, I always found that when we could maximize the amount of people there was some cost savings or efficiencies gained - Senior Admin
S&S Need for consistent and systematic process	Programming	Trying to set up these partnerships with IES. I mentioned earlier, the fact that, you know, we're going to partner formally with that office beyond what we're doing now. And study abroad. We're going to be looking at, you know, we're kind of flipping it, we're going to look at how we can be better recipients of incoming international students. But as those relationships grow, and as that message gets, you know, stronger, the goal would be, you know, the reverse, where we'll be sending out more students. - Non IES Staff When the students are meeting with their faculty advisors, or their professional academic advisors, some of them are told, don't waste your time studying abroad, it's going to delay your graduation, the courses won't transfer back, there's no guarantee, there's really no value, you're going to be giving up opportunities where you do internships, or something else that would help you get a job. So that's where we are right now. And it varies by department, it varies by college. - Senior Admin

T&C Tensions around Centralization	Internationalization across the university	I think I think Dave's doing a great job because he's coming in with such a wealth of experience and expertise in his area. I think the staff we have here are all hard working people, but very, you know, limited in terms of scope of understanding this work and how it connects, like you said, with enrollment and retention and all that kind of stuff. And tend to be more about the process. You know, like this is my part. - Senior Admin
T&C New Stakeholders	Internationalization across the university	I think one of the other things that we hadn't talked about that I think that institution is doing that would impact international students and study abroad programs and other programs are to focus on the diversity of the faculty and staff. Which I think that we're doing. I think we have programs in place to support diversity. And I think that assists with all of this because it helps us to have a greater understanding and compassion towards students and it helps them feel more at home when they're here. - Senior Admins
T&C Turf wars	Internationalization across the university	But so those IES...we ran all of our stuff ourselves for 50 years. And now because UMBC is going to have a much more centralized study abroad policy, we are still in negotiation of how our home brew system will fit with the one the university is crafting. So that we can, so that's a negotiation ongoing. - Faculty

Appendix 7
Website Review Framework

University-Wide	
Interview Themes	**Website Review Questions** (framed from NASFA, AACU, & IIE best practices)
Need for Strategic Thinking (NST)	
NST: Program development and partnerships	Is education abroad, global learning, or global engagement part of the university's mission?
NST: Program development and partnerships	Does the education abroad website highlight specific international partnerships or programs?
NST: Serving student and curricular needs	Does the University's home page highlight education abroad opportunities?
NST: Serving student and curricular needs	Does the education abroad website indicate how study abroad fits into curriculum?
NST: Program viability and overlap	Does the university have a set of global learning objectives?
NST: Program viability and overlap	Are programs in diverse locations?
Resource Needs & Constraints (RN&C)	
RNC: Funding/staffing for sustainability	Is there a person dedicated to faculty-led study abroad in the education abroad office?
RNC: Ensuring program repeatability	Do listed faculty-led programs appear to change each year or do they repeat?
RNC: Addressing faculty compensation	Is information on faculty salaries/compensation for leading programs publicly available?
RNC: Overcommitting to new program development	Are new programs indicated on the website?
Perceptions of Internationalization (PI)	
PI: Not universally perceived as a priority	In what type of building is the International Education Service/Education Abroad office (admin building, department, etc.)?
PI: Not universally perceived as a priority	Is it in a central location?
PI: Resource allocation does not always reflect stated institutional priorities.	What percentage of students have an education abroad experience?
Tensions around Centralization	
T&C: Turf wars	What is the title of the Senior Education Abroad Administrator?
T&C: New stakeholders	To what unit does the Education Abroad office report?
T&C: New stakeholders	Are there other "international offices" on campus?
T&C: New stakeholders	About how many?
Reasoning for Current Practices	
RCP: UMBC's relative youth	Does the education abroad office website note the date the office was founded?

Programming

Interview Themes	Website Review Questions (framed from NASFA, AACU, & IIE best practices)
Systematization & Sustainability (S&S)	
S&S: Systematization & Sustainability	Is the application process posted online for students?
S&S: Need for consistent and systematic processes	Is the application/framework for faculty-led program development posted online?
S&S: Need for consistent and systematic processes	Are the risk management processes or procedures posted?
S&S: Need for consistent and systematic processes	Is there a dedicated person to oversee international travel, education, and health?
S&S: Focus on program sustainability/ repeatability	How many faculty-led programs does the university have?
S&S: Focus on program sustainability/ repeatability	How many locations?
S&S: Focus on program sustainability/ repeatability	How many locations - % outside of Europe?
S&S: Focus on program sustainability/ repeatability	How many majors/ departments do the faculty led programs support?
S&S: Focus on program sustainability/ repeatability	How many students participate in faculty-led programs?
S&S: Focus on program sustainability/ repeatability	What % of the education abroad population complete a faculty-led program?
S&S: Focus on program sustainability/ repeatability	What percentage of students have an education abroad experience?
Resource Needs & Constraints (RN&C)	
RN&C: Faculty compensation	Are faculty director/instructor salaries publicly available?
RN&C: Program planning	Is a guide posted for faculty to start a faculty led program?
RN&C: Staff Capacity	How large is the education abroad office? i.e. # of staff?
RN&C: Student scholarships/funding	Are scholarship opportunities posted online?
RN&C: Student scholarships/funding	If yes (scholarships), how many?
Assessment	
Assessment: Currently minimal or nonexistent	Is there an annual report produced by the IES/education abroad office?
Assessment: Currently minimal or nonexistent	Do faculty complete an end of program report as a requirement of the program?
Assessment: Currently minimal or nonexistent	Do student complete an evaluation/assessment at the end of the experience/program for the education abroad office?
Assessment: Currently minimal or nonexistent	Are goals and objectives posted for each experience?
Assessment: Currently minimal or nonexistent	If yes, do the goals focus on academic skills, cultural/global skills, or balanced?
Accessibility	
Accessibility: Processes	Where are education abroad experiences posted?

Accessibility: Financial Aid	Are the costs of the faculty-led program posted?
Accessibility: Financial Aid	If yes, range (costs)?
Accessibility: Financial Aid	Is the process for using financial aid clear?
Accessibility: Institutional context	What are the demographics of the university?
Expectation Management	
Expectation: Faculty	Is there a faculty handbook for faculty-led study abroad?
Expectation: Students (faculty & staff assumptions)	Is there a clear articulation of what credit(s) the student will earn?
Expectation: Students (faculty & staff assumptions)	If yes, where?
Expectation: Processes	Is there an introductory education abroad workshop?
Expectation: Processes	Is money available for faculty to conduct study tour/in country planning?
Expectation: Planning	Is there a mandatory pre-departure workshop for participants?
Expectation: Planning	Is there a mandatory workshop after the experience?
Expectation: Program costs and ROI	Does the institution charge separate tuition and program fees, or does the institution charge a single program fee that includes tuition?