

FACULTY PERSPECTIVES ON INTERNATIONAL ENGAGEMENT:

A
Situational
Analysis at
the
University
of Florida

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EXECUTIVE SUMMARY

- An important trend and momentum driving higher education is globalization. A strong global footprint for a university is now perceived as a necessity for world class status, and it is evident that broadly committed global engagement must be strategically focused, coordinated, and implemented, respectively.
- UF has a national and international reputation with respect to its academics, research and scholarship, teaching, and outreach/service. The university has a commitment to internationalization and to global leadership. Various international initiatives at UF have gained traction over the years, and other opportunities are evident and need to be capitalized to further enhance and strengthen the profile of UF as a global leader. Moreover, with the clearly stated institutional goal to be ranked as a top ten major public university, the current international portfolio will need to be strategically strengthened, coordinated, integrated, and enhanced to be aligned with the current top ten public universities.
- In order to strengthen the international portfolio, an Internationalization Research Working Group was launched in August 2012 by the UF International Center in partnership with the UF Office of Research to define and enhance a campus wide initiative to strengthen the international component of UF's research mission. One of the first steps in the process was to conduct a survey of salaried faculty to determine the current profile of faculty and their interests, along with associated facilitators, barriers and constraints with respect to their engagement in international activities, particularly related to international engagement in research. Faculty opinions towards internationalization, their perspectives about institutional commitment, and general comments were also solicited.
- An online survey method was utilized using a survey link embedded in the Faculty Update Newsletter which was sent to all UF Salaried Faculty Members. The email was sent on May 1st, 2013, with a follow up reminder on May 10th, 2013. In total, the survey was open for seventeen days and generated a total of 619 responses.
- This situational analysis is the first study to be conducted that examines the perspectives towards internationalization among faculty at UF, and hence provides an initial understanding to assist in the formulation of potential actionable implementation measures.
- Responses were received from all sixteen Colleges and other associated units. The largest representation was from the College of Agricultural and Life Sciences (35.0%), followed by the College of Liberal Arts and Sciences (19.5%), and the College of Medicine (12.3%). However, besides the College of Engineering (9.0%), twelve colleges had relatively lower representation (between 1.0% - 4.0%) and collectively comprised of 23.7% of all respondents.
- *Profile of Respondents:* Respondents were comprised of 61.0% males and 39.0% females. Lengthy years of employment at UF were noted as 32.5% reported 15+ years and 20.4% noted between 10-15 years. A majority of the respondents (78.1%) reported to be either tenured or tenure eligible. Respondents were largely Professors (37.3%), Associate Professors (22.6%), and Assistant Professors (16.4%).

- *Travel Behaviors:* Respondents were asked to indicate if they had ever traveled outside the U.S. and, if so, what the purpose was of their trip. Among the choices, leisure travel (87.2%) was the most popular, followed by conference attendance (79.2%), and to conduct research (51.0%).
- *Interests in International Engagement:* Respondents were asked to indicate if they would be interested in engaging in internationalization related activities. Respondents were requested to select one or more based on a list of eight activities. The top three activities of interest were: (1) attend meetings or conferences in foreign countries on topics related to research (74.5%), closely followed by (2) study or conduct research abroad (70.3%), and (3) attend seminars or workshops abroad (66.2%). Additionally, respondents were offered an opportunity to provide open-ended comments. Seven themes emerged and focused on building and enhancing Partnerships, Collaboration, Exchange, Recruitment, Extension, Consultant, and Involvement.
- *Facilitators in International Engagement:* Responses were assessed to understand the factors that would increase international involvement. Respondents were asked to select one or more from a list of eight items. Based on the responses, the top three requested activities that would increase their international involvement were: (1) increased financial support (69.7%); (2) ties to international institutions and potential research partners (45.1%), and (3) support from respective department/college (42.0%). Respondents were also requested to provide open-ended comments. Based on the comments, themes were clustered into Lack of Funding, Knowledge, Opportunities, and Time. Also, institutional Bureaucracy, Commitment, and Recognition of initiatives were identified.
- *Constraints to International Engagement:* Respondents were requested to provide one or more personal factors that constrained their ability to be internationally engaged and involved. Seven items were listed, and the resulting top three constraints were: (1) family commitments and responsibilities (60.4%), (2) don't have the time (42.9%), and (3) lack of knowledge on how to get involved (30.5%). Other noted constraints were Language Barriers (26.6%), Medical Issues (7.9%), and Family's Concerns and Attitudes (7.1%). Similarly, respondents were asked to report other barriers or constraints with open ended comments. Based on these comments, seven thematic clusters emerged that emphasized lack of internationalization being Valued, lack of Funding, lack of institutional Support, Administrative hurdles, lack of Incentives, Time, and Awareness.
- *Perspectives towards Internationalization:* Respondents were requested to rate seven items related to various perspectives towards internationalization issues based on a scale that ranged from Strongly Agree to Strongly Disagree.
 - Majority of the respondents strongly agreed (60.0%), with respect to international education as a critical component of higher education.
 - Respondents strongly agreed (30.1%) that they would be more inclined to bring international dimensions into their research if they had more time.
 - Respondents expressed mixed opinions as 27.9% were neutral, and 10.9% indicated strong disagreement with respect to international expertise as part of recruitment and selection procedures of new faculty.
 - Responses were varied as 29.0% of respondents agreed that international research or teaching is a consideration during tenure and promotion decisions. However, 9.6% strongly disagreed and 8.5% noted that they did not know.

- Respondents disagreed (23.5%) as well as agreed (16.3%) with respect to the availability of faculty development funds specifically to increase international research. Also, 18.8% reported that they did not know.
- Respondents agreed (42.6%) as well as strongly agreed (21.0%) that internationalization efforts are directed in large part by the faculty. There were also 10.7 % of respondents that noted they did not know.
- The majority of the respondents strongly agreed (59.8%) that it is important to maintain professional ties with foreign faculty, researchers, staff and/or students.
- *Perspectives towards Institutional Commitment:* Respondents were requested to evaluate University of Florida's commitment towards international engagement.
 - About half (53.9%) noted that international teaching/research/service was valued, while about a quarter of the respondents (26.1%) noted they did not know.
 - Only 23.3% reported that their respective college/department prioritized international research, while 53.0% noted that it was not the case. Also, 23.8% reported that they did not know about any prioritization.
 - About half (56.0%) indicated that their respective department/unit encouraged international research, while 15.8% indicated they did not know.
 - Respondents (42.5%) reported that participation in international research improved their tenure and/or promotion progress, while 28.0% noted otherwise. Additionally, 29.5% indicated that they did not know.
 - Only 17.2% of respondents indicated that their department/unit had specific guidelines about international work or experience as consideration in faculty promotion and tenure decisions, while 46.1% noted lack of such guidelines, and 36.7% did not know.
- *General Comments:* An open ended question allowed an opportunity to freely express issues, concerns, opportunities and challenges with respect to internationalization. Comments were categorized based on emergent themes. Thirteen themes emerged and were clustered into:
 - Priority: *Institutional priority is lacking as there is more talk than action;*
 - Value: *Internationalization efforts are not valued as they should be;*
 - Support: *Need administrative mechanism to support internationalization initiatives;*
 - Funding: *Monetary resources should be made available;*
 - Obstacle: *Facilitation of international research by UFIC and Office of Research needs to be improved;*
 - Curriculum: *International teaching and research needs to be recognized and given credit;*
 - Visa: *Paperwork processing is a burden;*
 - Exchange: *Resources needed for exchange student and scholars;*
 - Tenure and Promotion: *Internationalization is important but not necessarily for T&P;*
 - Choice: *International engagement should be a choice;*

- Opportunity: *Awareness and guidance is required;*
 - Benefits: *Personal and institutional benefits accrued; and*
 - Importance: *Opportunity to provide feedback.*
- Various recommendations were formulated and segmented into three general categories: Strategic Planning & Policy, Knowledge Enhancement, and Resources. The recommendations related to strategic planning and policy issues include the development of a university-wide internationalization strategy, expanding university-wide global consciousness, global branding of UF based on integrated marketing communications, and raising faculty profile of global engagement.
 - The recommendations related to knowledge enhancement include developing and delivering workshops on ways to advance and strengthen international research and study abroad, developing a single source website that faculty can access for a wide array of information, developing partnership with federal agencies for international research initiatives, and improving the services of the International Center and the Office of Research.
 - Finally, recommendations related to resources (financial and administrative) include a wide range of ideas such as, funds to support and facilitate global collaborative partnership engagement among researchers and institutions, to support international travel for faculty, to bring visiting scholars to UF, to enhance internationalization in curriculum and teaching, to develop additional study abroad opportunities, and to support implementations from the recommendations as identified in the Quality Enhancement Plan (part of the SACS reaccreditation process currently underway at UF).
 - Based on the recommendations, measures will need to be implemented with a holistic perspective as part of campus-wide initiatives. However, it is acknowledged that the International Center, Office of Research and UF Central Administration will need to be actively engaged with the respective Colleges and associated units and faculty.
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STUDY BACKGROUND

Higher education trends in the U.S. indicate that universities are building, enhancing and strengthening their international portfolio with respect to research, teaching, and outreach/service. International engagement can take numerous approaches and needs a multi-pronged approach with leadership and vision from a university's central administration and diffused to individual Colleges, Departments and associated units. In addition to senior leadership, there are various other stakeholders within a university community that are instrumental in fostering internationalization initiatives. Most importantly, faculty members are key drivers to lead, develop, and cultivate international efforts given their direct involvement in research, teaching, and outreach/service. However, faculty efforts need to be facilitated with an institutional international infrastructure to avoid barriers and constraints that may impede engagement. Basically, a common vision and strategy shared by the university's stakeholder community that is committed with resources and facilitated via administrators and faculty is essential for a robust global engagement. Given the globalization momentum in higher education, the evolving emphasis for a university's strong global footprint is now perceived as a necessity, and it is evident that committed engagement needs to be strategically focused, coordinated, and implemented, respectively.

UF is a major comprehensive public institution with land-sea-space grant designations. The university is noted as one of the most academically diverse public institutions, and is also a member of the prestigious Association of American Universities¹ (AAU). Among the 34 public universities in the AAU, the University of Florida (UF) is one of only 17 public land-grant universities with membership. Overall, UF has a national and international reputation with respect to its academics, research and scholarship, teaching, and outreach/service. UF has a commitment towards internationalization, and to be a global academic leader. For example, the university's strategic plan makes prominent statements about the internationalization of the university as a priority goal. In fact, the new mission statement for UF has emphasized the need to lead and serve for the benefit of society in Florida, the nation, and the world. Furthermore, the upcoming 2014 reaccreditation by Southern Association of Colleges and Schools Commission on Colleges will include a Quality Enhancement Plan (QEP) that will focus on internationalization as the theme for undergraduate student learning outcomes – an effort that will impact the entire university. The internationalization theme selected for the QEP was chosen by the Deans, further indication of high level support for a global presence for UF. Additionally, there are several other indicators of UF global engagement and commitment in teaching, research, and outreach/service, and select basic facts about internationalization are noted below:

- Home to almost 6,000 international students² from 139 countries which represent approximately 12% of the total student population;
- About 2,200 students travel internationally annually to participate in various study abroad programs and internships;
- Close to 2,000 faculty and staff have some sort of international roots or background, including many who are foreign born and educated, bringing international dimensions to their jobs;

¹ 62 Member Universities (34 Public, 26 Private, and 2 Canadian Universities located in 28 States and 2 Provinces).

² Approximately 5.3% are Undergraduate Students (Bachelor's degree level); 64.1% are Graduate Students (Masters and Doctoral degree level); 7.9% are Non-degree Students (e.g., English Language Program, Certificates, Exchange Students, Continuing Education, Non-credit, etc.), and 22.1% are Optional Practical Training Students (e.g., Internship following graduation). On average 1,500 new international students enroll each academic year, and about 1,300 graduate annually.

- More than 262 institutional linkages with international partners based on cooperative agreements, and approximately 129 reciprocal agreements which set conditions and boundaries for collaborative research, student exchange and other activities of international significance;
- About 1,800 visiting international scholars including Fulbright Scholars who participate in numerous research and outreach programs on and off campus;
- Faculty members have been awarded numerous grants for collaborative research with partners across the globe;
- Home to four U.S. Department of Education Title VI Centers (Latin America, Africa, Europe, and International Business) which creates an extraordinary resource both on campus and in the outreach/service dimension;
- The Center for the Performing Arts brings myriad international artists and performers each year, many of whom also visit classes and enhance the quality of the teaching mission from an international perspective.

Collectively, these international initiatives have gained momentum over the years and need to be further encouraged and supported. UF has approximately 400,000 alumni based in all 50 states and more than 135 countries. In addition, the annual research award portfolio is about \$650 million³, which is inclusive of research activities and partnerships at a global basis. With such a spatial distribution of current students and alumni, along with an impressive global research agenda funded via grants and contracts, the opportunity exists for the UF brand to be further solidified in current and new destinations/countries via research, teaching, and outreach/service. The opportunities can be capitalized with additional measures that will need to be formulated and implemented to further enhance and strengthen the profile of UF as a global leader. Moreover, with the clearly stated institutional goal to be ranked as a top ten⁴ major public university, it is critical that internationalization should also be embedded in the discussion and be part of the self-assessment indicators. Overall, the current UF international portfolio will need to be strategically coordinated, integrated, and enhanced to be aligned with the current top ten public universities. Additionally, communications of UF's international activities will need to be aggressively promoted internally and externally to all respective stakeholders.

In order to strengthen the international research portfolio, an Internationalization Research Working Group (IRWG) was launched in August 2012 under the leadership of the Dean of the International Center. Since the key focus related to international research efforts and partnerships, the IRWG was coordinated in concert with the Office of Vice President for Research. The IRWG comprised of selected members⁵ from the university community that either have administrative influence and/or are actively engaged in international research and outreach/service activities. The

³ UF received approximately \$644 million in 2011-12.

⁴ UF is consistently ranked in the top-twenty public institutions, with the most recent ranking at No. 17 by U.S. News & World Report.

⁵ Wendy Graham (Water Institute), Sobha Jaishankar (UF Office of Research), Jim Jones (IFAS: Agriculture & Biological Engineering, and Southeast Climate Consortium), Richard Snyder (CoM: Molecular Genetics and Microbiology, Biotherapeutic Programs, Center of Excellence for Regenerative Health Biotechnology), John Hayes (IFAS: Office of Research), Bruce MacFadden (FL Museum of Natural History), Ranga Narayanan (CoE:- Chemical Engineering, Center for Surface Science and Engineering), David Norton (UF Office of Research) Victoria Pagan-Wolpert (CLAS: Classics), Richard Rheingans (CoPHHP: Environmental and Global Health, CLAS: Center for African Studies), Sandra Russo (International Center), and David Sammons (International Center).

committee met three times⁶ during the academic year to discuss the role for the UF International Center (UFIC) in partnership with the UF Office of Research (OR) to enhance a campus wide initiative to strengthen the international component of UF's research mission. There were two principal overarching objectives of IRWG:

- a) Understand roadblocks to broader international research, outreach/service collaborations with scholars and practitioners overseas;
- b) Discern how UFIC and the OR can facilitate a process to improve such international collaborative opportunities and engagement, as well as assist in finding new opportunities for such involvement.

The meetings yielded an outline of goals and a proposed process to examine issues related to international research and engagement. Information was initially identified based on anecdotal evidence, such as, potential barriers that include: financial constraints; family responsibilities; departmental constraints including promotion and tenure policies; and lack of established networks and knowledge of who to work with and what to collaborate on. In an effort to determine if and how these, and other unknown issues, may be hindering international engagement, it was determined to first assess the current situation based on a survey of salaried faculty.

Based on feedback from the IRWG, the Program Development Unit at UFIC took the lead in the development, administration, and analysis of the survey. The survey consisted of questions to assess the current profile of faculty and their interests, along with associated facilitators, barriers and constraints with respect to international initiatives. Additional questions about faculty opinions towards internationalization, and their respective perspectives about institutional commitment as well as general comments were also solicited.

This report was formulated based on the administered survey and associated responses from salaried faculty. While the measured issues in this report are not comprehensive, it offers a baseline to evaluate the current pulse of the faculty with respect to internationalization at UF. The results and recommendations will offer potential strategies to support, encourage, and engage the faculty in order to collectively promote UF's global brand via research, teaching, and outreach/service.

⁶ Not all members were in attendance during the respective meetings due to scheduling issues.

METHODS

The data for this study was collected via an online survey. An email with a survey link embedded in the Faculty Update Newsletter was sent to all UF Salaried Faculty Members on May 1st, 2013, courtesy of the Provost Office. Respondents were requested to complete the survey by May 10th. However, due to low response rate, another email reminder was sent to the listserv and faculty members were requested to complete the survey by May 17th. Collectively, the survey was open for seventeen days and generated a total of 619 responses.

The questionnaire consisted of twelve questions with opportunities to provide several open-ended comments, if necessary. The questionnaire was conceptually categorized to generate information related to: a) Profile of Respondents, b) Travel Behavior, c) Interests, Facilitators and Constraints towards International Engagement, d) Perspectives towards Internationalization, e) Perspectives towards Institutional Commitment, and f) General Comments towards Internationalization.

Represented Colleges

Respondents represented all sixteen Colleges and other associated units. The largest representation was from the College of Agricultural and Life Sciences (35.0%), followed by College of Liberal Arts and Sciences (19.5%), and College of Medicine (12.3%). However, besides the College of Engineering (9.0%), twelve Colleges had relatively lower representation that was between 1.0% 4.0% which collectively comprised of 23.7%. The low response rate could be attributed to the fact that the survey was conducted during the end of the spring semester period, and the survey may not have been perceived as a priority by faculty members.

TABLE 1: Represented College⁷

Answer Options	Response Percent	Response Count
Agricultural and Life Sciences	35.0%	210
Business Administration	2.0%	12
Dentistry	1.8%	11
Design, Construction and Planning	1.2%	7
Education	3.3%	20
Engineering	9.0%	54
Fine Arts	3.8%	23
Health and Human Performance	2.2%	13
Journalism and Communications	1.2%	7
Law	1.2%	7
Liberal Arts and Sciences	19.5%	117
Medicine	12.3%	74
Nursing	1.5%	9
Pharmacy	1.5%	9
Public Health and Health Professions	2.2%	13
Veterinary Medicine	1.8%	11

⁷ Salaried faculty representation was garnered from each College and associated units; however, low response rate is a limitation and should be acknowledged during interpretation of the results. There were also a few respondents who noted *Other* units not affiliated with the Colleges.

RESULTS

Based on the responses, the analysis is organized and reported with descriptive statistics in the following six sections:

- Section I: Profile of Respondents
- Section II: Travel Behaviors
- Section III: Interests, Facilitators and Constraints towards International Engagement
- Section IV: Perspectives towards Internationalization
- Section V: Perspectives towards Institutional Commitment
- Section VI: General Comments towards Internationalization

SECTION I: Profile of Respondents

This section measured respondent's sex and professional occupational variables such as, years of employment at the University of Florida (UF), tenured or tenure eligible, academic position/rank, and associated department/school/unit, and respective college at UF.

Sex

Respondents comprised of 61.0% males and 39.0% females.

TABLE 2: Sex

Sex	Response Percent	Frequency
Male	61.0%	366
Female	39.0%	234

Years of Employment

Respondents reported lengthy years of employment at UF with 32.5% at 15+ years and 20.4% noted between 10-15 years. Only 5.2% of respondents noted less than 1 year of employment.

TABLE 3: Years of Employment at UF

Years of Employment	Response Percent	Frequency
< 1 year	5.2%	32
1-5 years	19.6%	120
5-10 years	22.2%	136
10-15 years	20.4%	125
15+ years	32.5%	199

Tenure or Tenure Eligible

A majority of the respondents (78.1%) reported to be either tenured or tenure eligible, with 21.9% noted otherwise.

TABLE 4: Tenure or Tenure Eligible

Tenure or Tenure Eligible	Response Percent	Frequency
Yes	78.1%	475
No	21.9%	133

Current Position/Rank

Respondents were largely, Professors (37.3%), followed by Associate Professors (22.6%), and Assistant Professors (16.4%). Other respondents with a Service and Administration portfolio (e.g., Administrative rank, Extension, Librarian, etc.) were representative of 11.9%, while respondents with a Teaching focus (e.g., Lecturer) represented 3.8%. Also, respondents with Other Research focus (e.g., Post-Doctoral Associate) comprised of 8.0%.

TABLE 5: Current Position/Rank⁸

Current Position/Rank	Response Percent	Response Count
Assistant Professor	16.4%	101
Associate Professor	22.6%	139
Professor	37.3%	229
Lecturer	2.8%	17
Senior Lecturer	0.7%	4
Master Lecturer	0.3%	2
Assistant Research Scientist	1.6%	10
Associate Research Scientist	0.5%	3
Research Scientist	0.5%	3
Assistant Scholar	0.3%	2
Associate Scholar	0.5%	3
Scholar	0.5%	3
Post-Doctoral Associate	4.1%	25
Extension	8.1%	50
Librarian	1.5%	9
Other Administrative	1.3%	8
Associate/Assistant In	1.0%	6

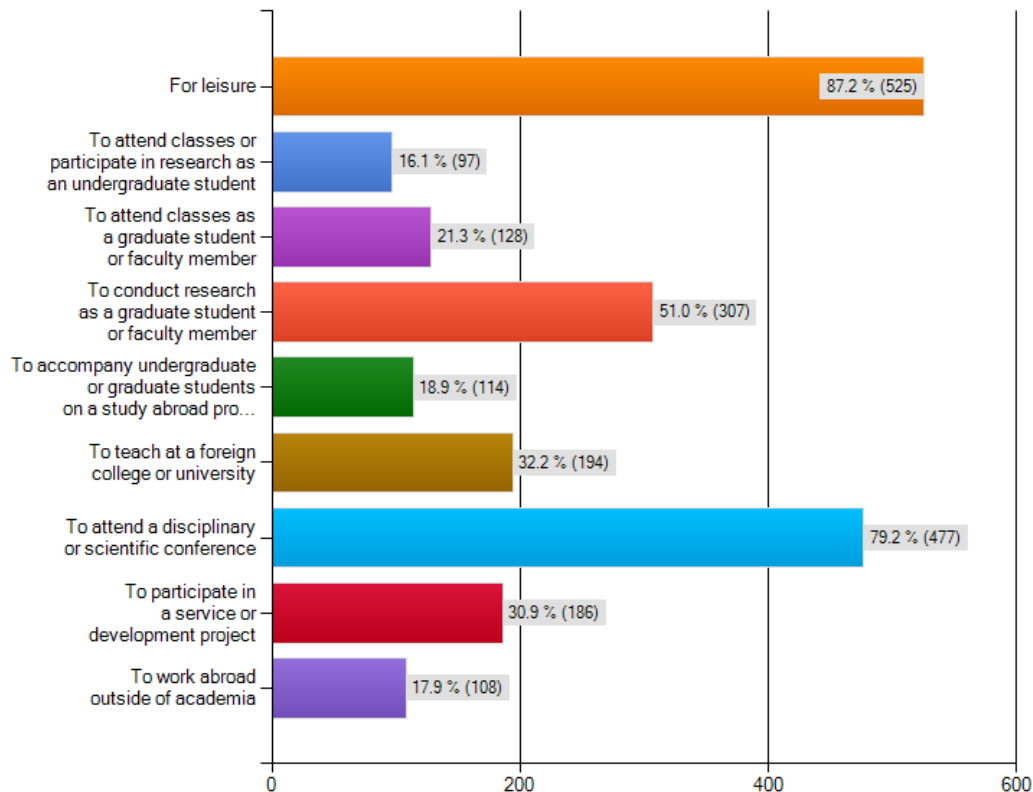
⁸ There were also a few respondents who noted *Other* titles beyond the listed categories.

SECTION II: Travel Behaviors

This section measured respondent’s past travel behavior. Respondents were asked to indicate the purpose of their trip if they had ever traveled outside the U.S. The trip purpose was based on nine indicators that reflected personal and professional activities. Respondents were requested to note all the indicators that applied to their respective past travel behavior. Among the various choices, leisure travel (87.2%) was the most popular, followed by conference (disciplinary/scientific) attendance (79.2%), and to conduct research (51.0%). Activities such as, to accompany undergraduate or graduate students on a study abroad program (18.9%); to work abroad outside of academia (17.9%), and to attend class or participate in research as an undergraduate student (16.1%) reflected the lowest percentage of responses.

Respondents were also asked to report on other purpose of trip indicators beyond the listed nine items. Based on the open-ended comments, responses were generally related to travel for work/volunteering, personal educational pursuits, family travel, and having been born and/or lived overseas.

FIGURE 1: Past International Travel⁹



⁹ Question allowed for multiple answers so the total percentage and frequency do not add up to 100%.

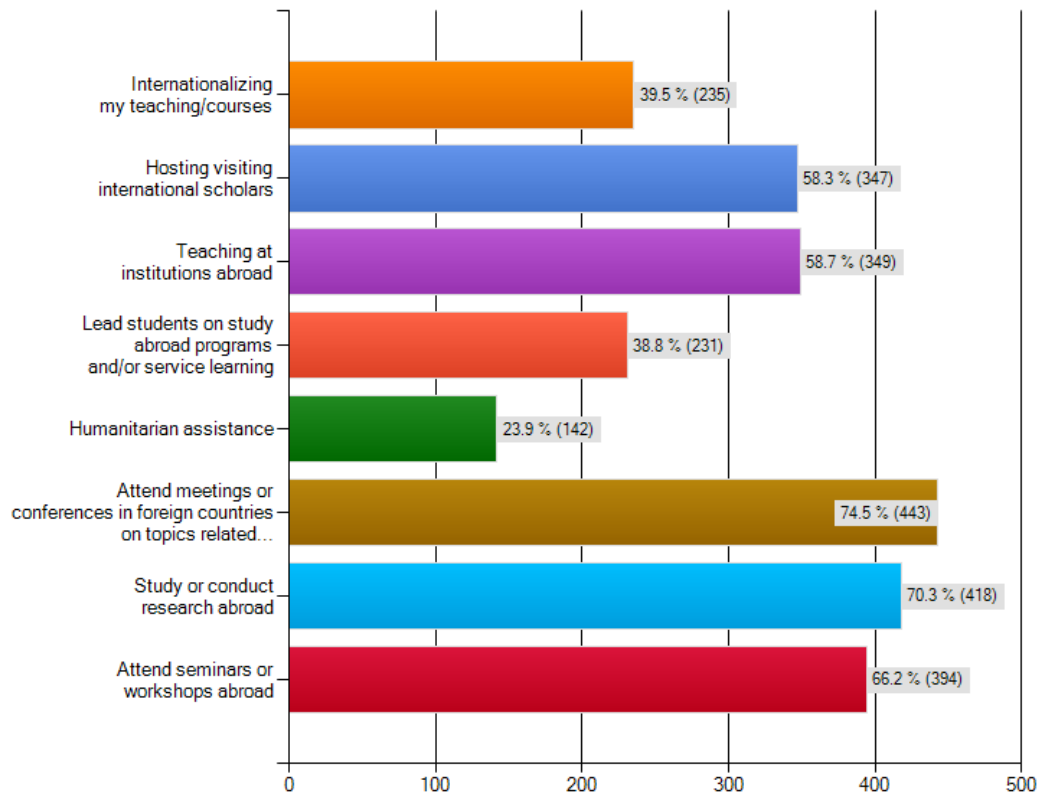
SECTION III: Interests, Facilitators and Constraints towards International Engagement

This section measured respondent’s interests, facilitators and constraints towards international engagement. Results are illustrated based on respective categories.

Interests in International Engagement

Respondents were asked to indicate if they would be interested in engaging in internationalization activities. Respondents were requested to select one or more based on a list of eight activities. The top three activities of interest were: Attend meetings or conferences in foreign countries on topics related to research (74.5%), closely followed by to Study or conduct research abroad (70.3%), and Attend seminars or workshops abroad (66.2%). Activities that related to teaching such as, Internationalization of teaching/courses (39.5%), and Lead students on study abroad programs and/or service learning (38.8%) received lower responses, but are also representative of interests.

FIGURE 2: Interests in International Engagement¹⁰



In addition to the listed eight activities, respondents were offered an opportunity to report other activities and provide open-ended comments. All reported comments were initially reviewed and subsequently arranged into thematic structured responses. There were several overlaps with the listed activities; however open ended comments provided added value and emphasis. Seven themes

¹⁰ Question allowed for multiple answers so the total percentage and frequency do not add up to 100%.

emerged and focused on Partnerships, Collaboration, Exchange, Recruitment, Extension, Consultant, and Involvement. Each theme along with actual quotes is reported for illustration purposes in no particular order below:

1) **Partnership**

- a. Create formal international collaborations in science and technology innovation.
- b. Creating cooperation with doctoral programs with other international institutions.
- c. Establish institutional relationships with non-Western institutions of higher education, and relevant governmental bodies involved with research certification.

2) **Collaboration**

- a. Collaborative research with international partners.
- b. Travel to meet scholars from my area from other countries to establish and reinforce working relationships.
- c. Collaborating on science/research without necessarily going abroad.

3) **Exchange**

- a. Exchange of graduate students through cooperative agreements with other universities.
- b. Student exchange programs in which a group of UF students goes abroad and engages with similar students there, and then the students from the other country come to UF - a real cultural exchange.
- c. Student exchange.

4) **Recruitment**

- a. Securing funding for international students, especially from African countries and Latin America and the Caribbean.
- b. Recruiting international students with UF institutional support.
- c. Host international PhD students in my lab and continue to supervise them upon their return to their home countries.

5) **Extension**

- a. Engage in outreach/Extension programs to disseminate new knowledge to beneficiary audiences, especially in developing countries.
- b. Mentoring other countries to help them establish sustainable, workable Extension Service programs abroad.
- c. Bringing Extension programs to other countries.

6) **Consultant**

- a. Serve as a consultant in my areas of expertise to foreign institutions.
- b. Conduct workshops and short courses abroad.
- c. Advise and mentor overseas programs operated by overseas institutions.

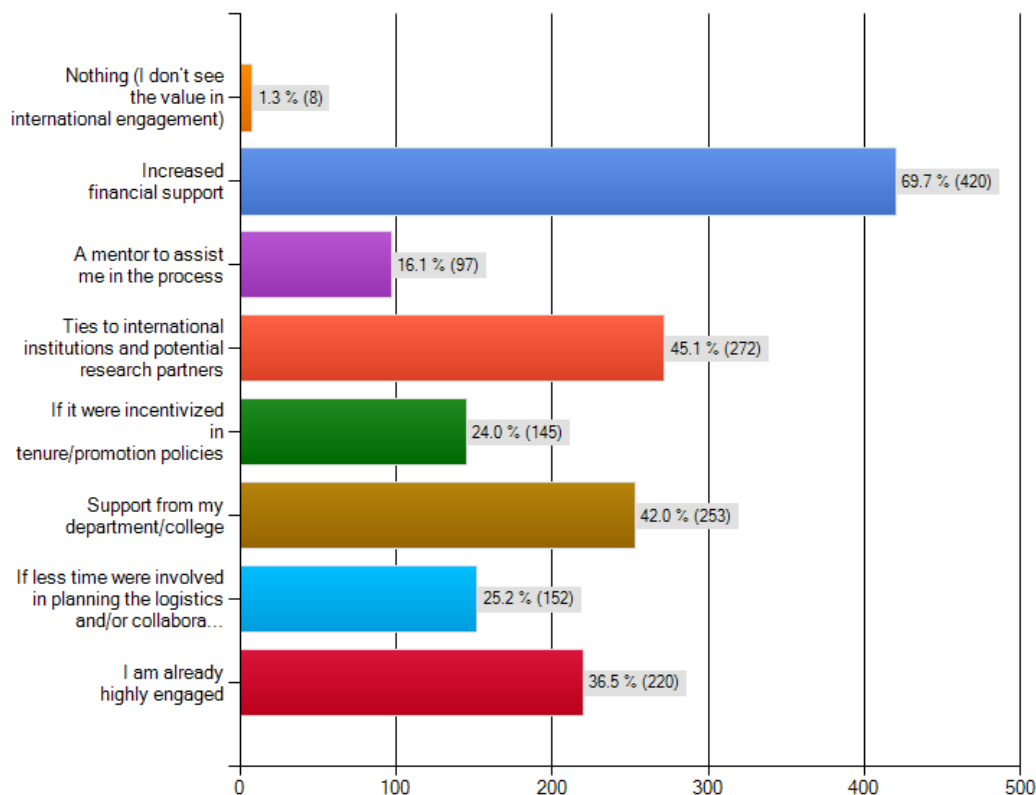
7) **Involvement**

- a. I have participated in collaborative research endeavors that resulted in published works in the US and abroad.
- b. I'm already engaging in international studies, collaborating with foreign colleagues, attending international meetings and, in some cases, supporting foreign research through subcontracts.
- c. I already do all of the things listed above. The key now is resources, notably expanded administrative support.

Facilitators in International Engagement

Responses were assessed to understand the factors that would increase international involvement. Respondents were asked to select one or more from a list of eight items. Based on the responses, the top three requested activities that would increase their international involvement were: Increased financial support (69.7%); Ties to international institutions and potential research partners (45.1%), and Support from respective department/college (42.0%). Other activities were reported but received lower ratings: If less time was involved in planning the logistics and/or collaborating with partners and/or overseeing students (25.2%); If it were incentivized in tenure/promotion policies (24.0%), and A mentor to assist in the process (16.1%). Also, 36.5% of respondents noted that they were already highly engaged.

FIGURE 3: Facilitators in International Engagement¹¹



Besides the listed eight items, respondents were also invited to provide open-ended comments. Based on the comments, respondents noted associated challenges to build and strengthen international involvement. The comments were sorted into seven themes, of which some overlapped with the aforementioned listed indicators. However, open-ended responses provided additional commentary with respect to understanding the factors that would increase international involvement. The themes were clustered into lack of funding, knowledge, opportunities, and time. Also, institutional bureaucracy, commitment, and recognition of initiatives were identified. The seven themes with select examples via actual quotes are presented in no particular order below:

¹¹ Question allowed for multiple answers so the total percentage and frequency do not add up to 100%.

1) **Funding**

- a. Financial support for research planning.
- b. I have excellent opportunities but lack funding.
- c. Travel money to attend international meetings or for collaborative opportunities; also support to bring international collaborators to UF.

2) **Knowledge**

- a. Don't know what opportunities are out there.
- b. I don't know how to get started, but do have an interest.
- c. I would have to have more of an interest in international education. It is not that I am not interested, but I have been studying US education for many years.

3) **Opportunities**

- a. Collaborations with scholars who conduct research similar to my own interests.
- b. Creative proposals in which to be involved.
- c. We need to establish a policy and provide it with financial support to operate. There are many centers with international flavors at UF, but they are nearly inactive or so specific to their disciplines that it is not possible to engage anyone there to get help. Much of what would be helpful can be had for short money - provide a space that's conducive for smart faculty to meet and socialize and the ideas will flow. It's time to break down the silos model for research and begin building bridges across disciplines.

4) **Time**

- a. Release time or a more flexible schedule to allow me to do this during the semester.
- b. Having tried to establish a faculty exchange in the past, the barrier was inability to cover my clinical responsibilities with the exchange; no resources or individuals able to fulfill the responsibilities.
- c. International engagement takes time and there is no trade-off with publication and teaching requirements.

5) **Bureaucracy**

- a. I need more support from the graduate school and the International Center. Paperwork and regulatory blocks prevent and/or greatly hinder many international activities.
- b. Too difficult to share funding/apply for funding with international collaborators.
- c. In a UF studying abroad program, I wish for more and stronger logistic, recruiting, and financial support from the UFIC and my home department administration.

6) **Commitment**

- a. This needs to be given the support of administration: valued in tenure and promotion process, and also for evaluations, etc.
- b. If it's not made official, no one cares; International engagement takes time and there is no trade-off with publication and teaching requirements.
- c. UF talks the talk; but doesn't walk the walk.

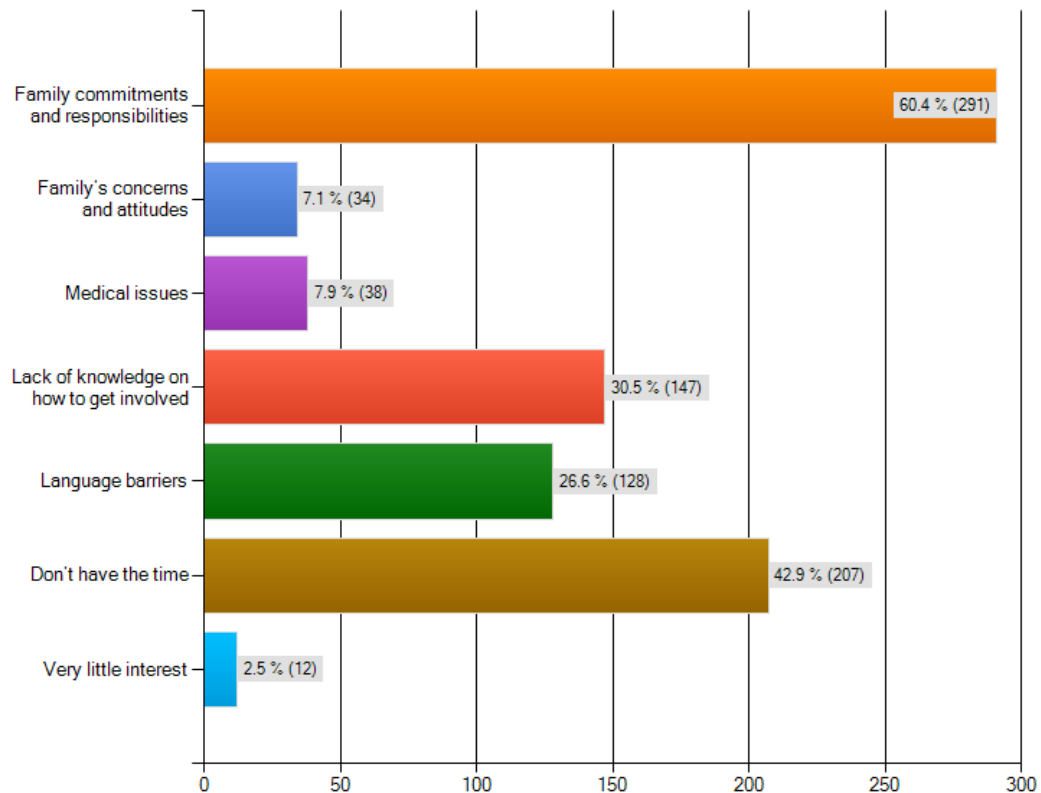
7) **Recognition**

- a. Acknowledgement for work already done in this arena.
- b. Appreciation and recognition of international engagement.
- c. Being given more "credit" by my department for supervision of international PhD students when I cannot be the formal PhD advisor.

Constraints to International Engagement

Respondents were requested to provide one or more personal factors that constrained their ability to be internationally engaged. Seven items were listed, and results identified the top three constraints items were: Family commitments and responsibilities (60.4%); Don't have the time (42.9%); and Lack of knowledge on how to get involved (30.5%). Other noted constraints were Language barriers (26.6%); Medical issues (7.9%), and Family's concerns and attitudes (7.1%).

FIGURE 4: Constraints to International Engagement¹²



Similarly, besides the seven listed items, respondents were asked to report other barriers or constraints that limit their international activity, along with open ended comments. Based on the assessment of comments seven thematic clusters emerged. The themes yielded some common issues as noted earlier and segmented into: Valued, Funding, Administrative, Support, Incentives, Time, and Awareness. The respective themes along with select actual quotes are presented for illustration in no particular order below:

1) Valued

- a. No communication from administration that international work is regarded as a high priority.
- b. Lack of institutional support and credit for international research and teaching.
- c. Not considered priority for tenure.

¹² Question allowed for multiple answers so the total percentage and frequency do not add up to 100%.

2) **Funding**

- a. Lack of financial resources and funding opportunities.
- b. Lack of financial support to follow up on MOUs or international exchange agreements. Putting these documents in place takes a lot of time and effort and at the end they seem useless as they do not facilitate the activities that were already happening informally that were the reason an MOU was even a thought.
- c. Dramatic funding limitations for conferences and research abroad.

3) **Administrative**

- a. Administrative follow up to help initiate and foster programs and the need for financial commitment from UF and from other country.
- b. The support in my school is minimal and the bureaucracy is huge.
- c. Barriers placed by the UF International Center and the IFAS International Center.

4) **Support**

- a. Difficulty with all the red tape and lack of support for activities away from the College, particularly international.
- b. Administrative hurdles of inviting international scholars to campus and paying them for per-diem, travel and honorariums.
- c. Lack of institutional support for international collaboration, especially when it involves processing honorarium/travel reimbursement for international scholars.

5) **Incentives**

- a. I think there is currently a lack of support for this kind of work in terms of existing programs for faculty (e.g., FEO) support or other institutional support programs because traveling or working with partners overseas can be expensive and complicated.
- b. I am already very involved in international research. I would be more involved if there were funding to facilitate such efforts and if I had more time.
- c. Lack of incentives.

6) **Time**

- a. Time is the largest constraint...balancing time demands of on-campus responsibilities against the desire to do more internationally. I believe that international work is stimulating and rewarding professionally and would do more if days were longer than 24 hours.
- b. Time is definitely an issue even for those already highly involved. Time spent on study abroad is time lost from writing. In annual merit and promotion evaluations the products of time spent writing get rewarded. Time on study abroad doesn't even though there is growing recognition of the value of such experiences for students.
- c. Too much time must be spent on other activities (administration, grant-writing, teaching, mentoring existing students).

7) **Awareness**

- a. I want to be doing more, but unclear directives on how to manage or push new initiatives are a problem at the university level.
- b. Identification of potential partners.
- c. Lack of knowledge for example on how to make cooperative agreements with other universities.

SECTION IV: Perspectives towards Internationalization

This section measured respondent’s perspectives towards internationalization issues. Seven items were listed and respondents were asked to rate each on a scale that ranged from Strongly Agree to Strongly Disagree. An additional response category of “Don’t Know” was also noted.

International Education

Overwhelming majority of the respondents completely agreed (60.0%), while 27.1% agreed with respect to international education as a critical component of higher education.

International Dimensions

Respondents strongly agreed (30.1%) while 40.0% agreed that they would be more inclined to bring international dimensions into their research if they had more time.

International Expertise

Respondents expressed mixed opinions as 27.9% were neutral, and 10.9% indicated strong disagreement with respect to international expertise as part of recruitment and selection procedures of new faculty. Also, 7.1% reported that they did not know.

International Research/Teaching

Responses were varied as 29.0% of respondents agreed that international research or teaching is a consideration during tenure and promotion decisions. However, 9.6% strongly disagreed and 8.5% noted that they did not know.

International Research Funds

Respondents disagreed (23.5%) as well as agreed (16.3%) with respect to the availability of faculty development funds specifically to increase international research. Also, 18.8% reported that they did not know.

International Faculty Efforts

Respondents agreed (42.6%) as well as strongly agreed (21.0%) that internationalization efforts are directed in large part by the faculty. There were also 10.7% of respondents that noted they did not know.

International Networks

Overwhelming majority of the respondents strongly agreed (59.8%) and agreed (31.3%) that it is important to maintain professional ties with foreign faculty, researchers, staff and/or students.

TABLE 6: Perspectives towards Internationalization

Internationalization Perspectives	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
International education is a critical component of higher education	60.0% (370)	27.1% (167)	9.4% (58)	2.9% (18)	0.3% (2)	0.3% (2)
I would be more inclined to bring international dimensions into my research if I had more time	30.1% (183)	40.0% (243)	19.8% (120)	5.6% (34)	2.1% (13)	2.3% (14)

TABLE 6: Perspectives towards Internationalization (contd.)

Internationalization Perspectives	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
International expertise is part of recruitment and selection procedures of new faculty	14.1% (87)	20.5% (126)	27.9% (172)	19.5% (120)	10.9% (67)	7.1% (44)
International research or teaching is a consideration during tenure and promotion decisions	12.2% (75)	29.0% (178)	25.1% (154)	15.6% (96)	9.6% (59)	8.5% (52)
Faculty development funds specifically to increase international research are available	7.7% (47)	16.3% (100)	20.1% (123)	23.5% (144)	13.7% (84)	18.8% (115)
Internationalization efforts are directed in large part by the faculty	21.0% (128)	42.6% (260)	17.9% (109)	6.1% (37)	1.8% (11)	10.7% (65)
It is important to maintain professional ties with foreign faculty, researchers, staff and/or students	59.8% (369)	31.3% (193)	7.5% (46)	0.8% (5)	0.3% (2)	0.3% (2)

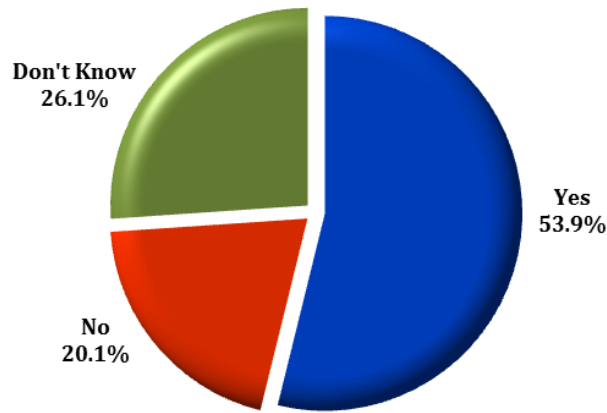
SECTION V: Perspectives towards Institutional Commitment

This section measured respondent’s perspectives towards University of Florida’s commitment towards international engagement.

International Teaching/Research/Service Value

Respondents were asked to respond if international teaching/research/service was valued at UF. About half (53.9%) noted that it was valued, and 20.1% noted otherwise. However, about a quarter of the respondents (26.1%) noted they did not know.

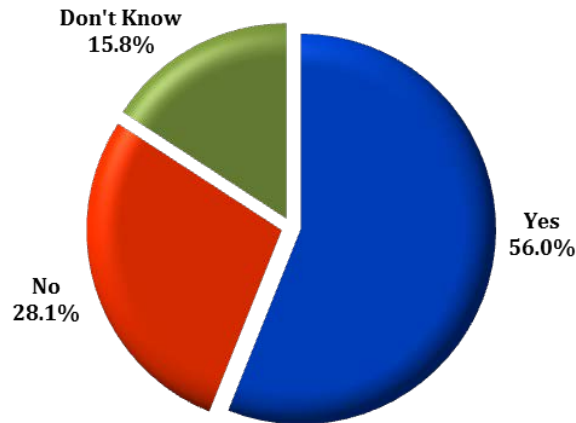
FIGURE 5: International Teaching/Research/Service Value



Department/Unit Encourages International Research

Respondents were requested to report if their respective department/unit encourages international research. About half (56.0%) noted encouragement but 28.1% noted otherwise. Also, 15.8% indicated they did not know.

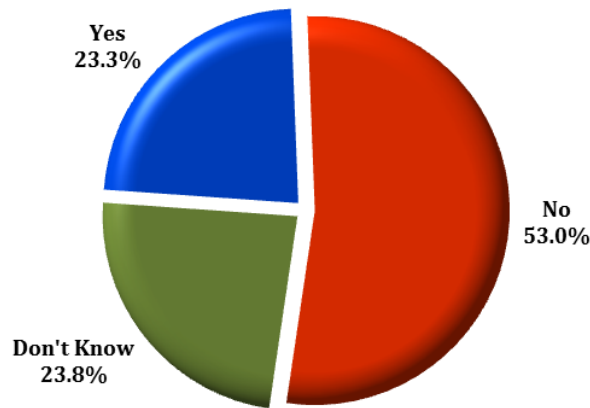
FIGURE 6: Department/Unit Encourages International Research



College/Department International Research Priority

Respondents were asked to indicate whether their respective college/department prioritized international research. While only 23.3% reported that international research was prioritized, about half (53.0%) noted that it was not the case. Also, about a quarter of the respondents (23.8%) reported that they did not know about any prioritization within their respective department/unit.

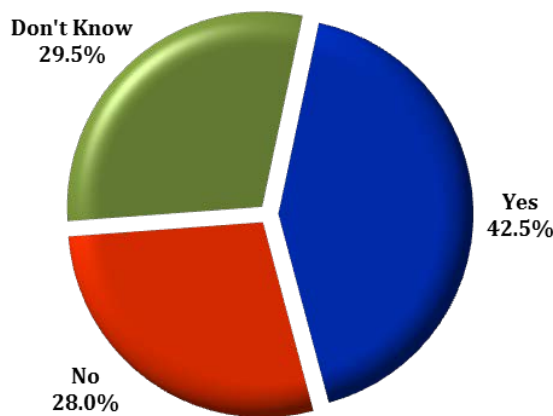
FIGURE 7: College/Department International Research Priority



International Research Participation and Tenure/Promotion

Respondents were asked to respond whether they thought any participation in international research improved their tenure and/or promotion progress. While 42.5% reported that international research improved their T/P progress, 28.0% noted otherwise. Also, 29.5% of respondents indicated that they did not know.

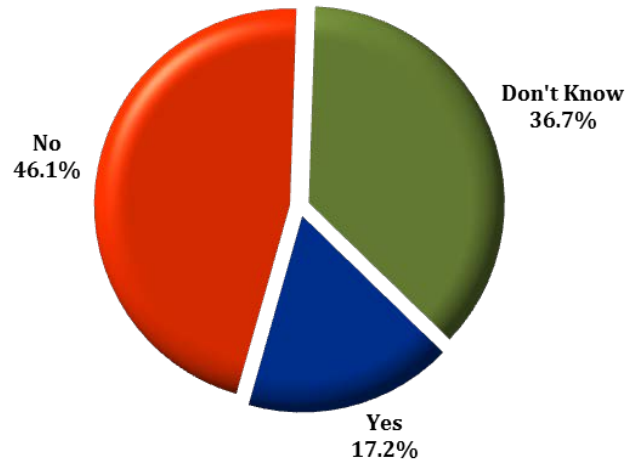
FIGURE 8: International Research Participation & Tenure/Promotion



Unit Specific Guidelines about International Work/Experience for Tenure/Promotion

Respondents were asked to indicate if their respective department/unit had any guidelines that specified international work or experience as consideration in faculty promotion and tenure decisions. Only 17.2% of respondents indicated that their department/unit had specific guidelines while 46.1% noted lack of such guidelines, and 36.7% did not know.

FIGURE 9: Unit Specific Guidelines about International Work/Experience for Tenure/Promotion



SECTION VI: General Comments towards Internationalization

This section is based on an open ended question that allowed respondents an opportunity to freely express issues, concerns, opportunities and challenges with respect to internationalization initiatives at UF. All reported comments were assessed and categorized based on emergent themes. The themes and associated comments overlapped with themes/comments described in earlier sections. However, the content provided additional emphasis to issues outlined earlier. Collectively, thirteen themes emerged and were clustered into:

- 1) **Priority:** *Institutional priority is lacking as there is more talk than action;*
- 2) **Value:** *Internationalization efforts are not valued as they should be;*
- 3) **Support:** *Need administrative mechanism to support internationalization initiatives;*
- 4) **Funding:** *Monetary resources should be made available;*
- 5) **Obstacle:** *Facilitation of international research by UFIC and Office of Research needs to be improved;*
- 6) **Curriculum:** *International teaching and research needs to be recognized and given credit;*
- 7) **Visa:** *Paperwork processing is a burden;*
- 8) **Exchange:** *Resources needed for exchange student and scholars;*
- 9) **Tenure and Promotion:** *Internationalization is important but not necessarily for T&P;*
- 10) **Choice:** *International engagement should be a choice;*
- 11) **Opportunity:** *Awareness and guidance is required;*
- 12) **Benefits:** *Personal and institutional benefits accrued; and*
- 13) **Importance:** *Opportunity to provide feedback.*

The respective themes with select examples based on actual quotes are presented for illustration purposes in no particular order below:

1) **Priority:** *Institutional priority is lacking as there is more talk than action.*

- a. I don't think our deans show enough interest and support in research at the international level.
- b. In actuality (covertly) the department and college is not very supportive of international engagement; though overtly the message is otherwise. The International Centers on campus are aiming to engage faculty in international activities with very limited resources to support those efforts. If globalization is a high priority at UF than sufficient resources would need to be provided to back-up those goals. And evaluations should give recognition and acknowledgement to those faculty members who engage in international work, not only to extension and research done in Florida.
- c. I am engaged in extensive international activities, including: collaborative research, service on international dissertation committees, invited presentations at international institutions, leadership service for international professional societies, consulting for international companies and universities, and presentations at international conferences. Apart from three sabbatical leaves in which I worked abroad, none of these activities were developed through the assistance of the university. I would like to know

what the university offers to facilitate my international activities and how my activities may assist the university's effort to improve internationalization. My sense is that the university administration talks about internationalization, but the real work is being done at the professor level. Perhaps this is a matter of improving communication between your department and the faculty.

2) **Value: *Internationalization efforts are not valued as they should be.***

- a. In my academic unit international research is valued unevenly by department.
- b. Prioritizing international research in my department depends on the field. If it is necessary for one's research, then it is valued. If it is not, then people seem ambivalent. I do not think teaching internationally is valued.
- c. I believe that the College of Medicine would be supportive in concept of internationalization ties with other institutions but does not publicize or make available administrative or substantial other support of these activities. The ones I know of are largely missions to the underserved areas in Central America, Caribbean islands, and rarely Africa. International education relationships are not very apparent.

3) **Support: *Need administrative mechanism to support internationalization initiatives.***

- a. Need for research infrastructure to support international research.
- b. Administration could be more aggressive in developing large interdisciplinary funding from major donors to provide faculty with more opportunities. Needs to be a combination of faculty-led and administrative support to land major funding opportunities in some international agencies, including USAID, World Bank, etc.
- c. The Faculty Enhancement Opportunities program should be more supportive of international research and education. The current program favors less expensive activities and does not consider the long-term benefits of international cooperation. Alternatively, additional programs may have to be created to support faculty who would like to increase international activities.

4) **Funding: *Monetary resources should be made available.***

- a. The talk is there but the money is not. The internationalization grants, funding for travel and exchanges are lacking.
- b. The biggest impediment to increasing international research initiatives is startup capital-particularly in Asia due to logistical costs. A pool of funds-beyond FEOs and other existing sources should be augmented-particularly in light of UF's SACS QEP on internationalizing the campus.
- c. Many of my colleagues are deeply involved in research abroad and write on international issues, but they do so because of their own personal initiatives. If "internationalization" denotes an institutional, top-down initiative, then the University will have to make funds available for faculty travel and recruitment students abroad. The money may exist somewhere in the budget, but it is not available (or not distributed) in the College of Fine Arts.

5) **Obstacle: *Facilitation of international research by UFIC and Office of Research needs to be improved.***

- a. Funding for scientific research is difficult. The NIH has very limited funds through the Fogarty Center, and these always seem at risk. There are smaller agencies such as HFSP. Finding a funding mechanism to support new research projects is my biggest problem. I

have had a Fulbright and have many connections but no obvious place to go for new funding to support students, postdocs, travel, supplies, equipment, etc. Legal issues are another issue (samples being sent out of the country for analysis, IP, etc.). It would be nice if UF could help with identifying funding opportunities, providing pilot funds to start projects, and legal assistance to help with permits, etc.

- b. The International Center at UF, despite its title, does surprisingly little to help in the initiatives described above. I find much more support in my college and in the area studies centers.
- c. The major barrier to increased internationalization has to do with the International Center, which does not service properly the faculty and in many cases hinders the progress of a project instead of helping it.

6) **Curriculum: *International teaching and research needs to be recognized and given credit.***

- a. Internationalization of curriculum and research are spoken of highly but the financial support is not there, nor is there course release. We can teach abroad, but that is only additional summer teaching, it does not count as regular course load.
- b. The questionnaire was written from the point of view of those individuals who are not already involved internationally. It was hard to answer as somebody who is highly involved. As I noted above I think one of the growing issues is a need to recognize time spent on study abroad vs. time taken away from research endeavors. Part of the issue is the off book nature of study abroad credits that "go under the radar" for work load and part of the issue is many of these programs take place in the summer when again this work is outside of the parameters of work load assignment for 9 month faculty. Yet if I spent the month writing an article or a grant in the summer, then the outcomes of that time would be counted as part of an annual review/promotion. This is why in our department we don't recommend study abroad programs are led by junior faculty. However, even as a senior faculty member since I have been leading study abroad programs (6 years now) my research productivity has decreased mainly due to lack of time. Yet on my annual review there is no attention given to my study abroad leadership, largely as the classes are summer based. I'm not complaining as I think the students really benefit from these experiences! But it is a flaw in the current system that needs to be addressed as we go forward with an increased focus on internationalization of the curriculum.
- c. UF talks the talk; but doesn't walk the walk. International research, teaching and collaboration is not for the faint of heart. Maintaining ties with foreign institutions is difficult, especially in the developing world where UF should be most active. More should be done to encourage study abroad. If faculty did not have to build faculty salary into off book study abroad courses faculty student ratios could be reduced which would be good for faculty and students and increase an area where UF is woeful relative to its peers.

7) **Visa: *Paperwork processing is a burden.***

- a. Visa procedures requiring 2 months for J1 visas are a turn off to attracting international scholars.
- b. Visa process for international students, collaborators, and postdocs is terrible. I have had two instances of visiting PhD students from Europe, two visitors from South America, and 3 international postdocs and getting their visas done was a huge pain and generated much stress for both me and them. I also have 2 contracts with the UN, and they were a pain to get UF to agree to including much stalling and passing the buck.

- c. Any effort to do some international student exchange is difficult because of the paperwork load involved.

8) Exchange: *Resources needed for exchange student and scholars.*

- a. International programs through student exchanges are the best way to build relationships and development capacity in foreign countries.
- b. I have been active in international research projects for many years. One big hole I see is the lack of funds for UF faculty to support even short term visits by foreign researchers and faculty.
- c. One prime requirement for long-term international visitors is housing. Most good universities maintain a dormitory-style facility for long-term visitors. UF should do this as well.

9) Tenure and Promotion: *Internationalization is important but not necessarily for T&P.*

- a. While there is a section regarding international activities in faculty evaluations, there is minor weight given to it. Doing research internationally often requires at least twice the time as it does locally, especially when collecting data or sending students abroad. This factor is not taken into account anywhere in evaluations, contributing to discourage faculty to do international research. Establishing international links requires time and, often, this does not translate into publications.
- b. International activities take time to develop and should not be a priority for tenure. Promotion to full professor yes, maybe but there should never be a penalty for not engaging in an international activity.
- c. While I would love to include an international component in my program, I find the questioning lines about tenure and promotion discomfoting. There are many legitimate reasons that one would not have an international component in one's program, and it would be very wrong to punish highly valuable faculty members in the promotion process, simply because they do not do international work.

10) Choice: *International engagement should be a choice.*

- a. International travel is a personal choice. One should be able to have a great career without if so chosen. That said, international travel and research are unique experiences that add dimension to research and education.
- b. International expertise/research should not be a requirement of all faculty.
- c. International activities should be a natural part of the faculty member's assignment, not a requirement for advancement.

11) Opportunity: *Awareness and guidance is required.*

- a. The hardest part is figuring out how to become involved in international projects and experiences.
- b. I would like more opportunities to do valuable international work but funding is unavailable and opportunities seem limited.
- c. There is certainly a department, college and university emphasis on international involvement. However, there is little in the way of mentoring or direction for faculty on how to get the process started.

12) **Benefits: *Personal and institutional benefits accrued.***

- a. International exposure greatly enhances cultural understanding. I have had great benefit by the experiences.
- b. I am blessed with good support from my department. There is more to quality international programs than research. Applied/extension opportunities should also be considered and valued. I have personally found my experience to be extremely valuable and encourage others to participate internationally.
- c. International interactions strongly enhance the reputation of the University of Florida.

13) **Importance: *Opportunity to provide feedback.***

- a. This survey is important and I hope results will lead to visible changes on campus to encourage more global engagement by the UF community.
- b. Good survey on an important issue.
- c. Thank you for conducting the survey!

CONCLUSIONS

This study was conducted among UF salaried faculty members with representation from all the respective Colleges. While broad participation was achieved, the volume of responses per College was not uniform, as the College of Agricultural and Life Sciences followed by College of Liberal Arts and Sciences, and College of Medicine had highest representation. The low rate of response was likely due to the timing of survey administration, as it was conducted during the end of the spring semester period. However, the results do provide a baseline of opinions and perspectives towards internationalization by faculty members.

Respondents were predominantly males which was consistent with the university faculty composition whereby males comprise about 65%. Since a large percentage of respondents were Professors and Associate Professors, it was consistent with the majority being tenured or tenure eligible, and lengthy years of service. Also, as expected, the majority of respondents had traveled outside the U.S., largely for leisure purposes, conference travel, and to conduct research. Overall, the majority of respondents were long term faculty members with senior rank status, tenured or tenure eligible, and had experience with travel outside the U.S.

Respondents demonstrated a high degree of interest in engaging in international activities. The three activities that generated the most interest were: attendance at meetings or conferences in foreign countries on topics related to their research interest, closely followed by to study or conduct research abroad, and attend seminars or workshops abroad. These three types of activities are generally key international activities that many faculty members are currently engaged in, and would likely be interested in increasing their frequency of trips, if financial resources were made available. In addition, respondents were interested in collaborative research and developing partnerships with international institutions with respect to research as well as student recruitment and exchange. Other activities of interest such as building capacity internationally for extension services as well as being a consultant, were noted as part of outreach/service based initiatives. Those who were highly involved in international activities indicated being productive in research collaborations, but expressed the need for additional resources such as expanded administrative support. Overall, there is a good level of interest in new as well as strengthening existing engagements. With increase in financial and administrative resources along with defined engagement priority activities, faculty would increase their internationalization initiatives.

Besides interests, respondents reported potential facilitators that would increase their global engagement. As expected, financial support was perceived as a major facilitator followed by ties to international institutions and potential research partners. Respondents also viewed that support from their respective department/college would be a good resource to facilitate their activities. To further supplement their responses, respondents provided additional commentary about the lack of funding to conduct and facilitate international engagements. However, respondents also were interested in internationalization initiatives, but were unaware about how to get started or lacked awareness about potential opportunities. Furthermore, others noted that institutional commitment was lacking, and hence facilitation of initiatives was problematic whether due to administrative bureaucracy or lack of time and/or recognition of accomplishments. Overall, resources and lack of institutional commitment and policies towards internationalization were paramount concerns. A university-wide strategy on internationalization with buy-in from the Colleges is needed, but will require available resources to facilitate implementation. Also, an avenue is needed to provide a platform to educate, communicate, and mentor those who have an explicit interest but lack the awareness and/or do not understand the process(es) to engage internationally.

In addition to variables that facilitate international engagement, respondents also duly noted personal factors that constrained their ability to be involvement. As expected, family commitments and responsibilities was expressed by a majority of respondents. Also, lack of time and knowledge on how to get involved were indicated as personal factors too. Similarly, aforementioned issues were further emphasized and were barriers towards their global engagement. Issues such as lack of institutional commitment with respect to prioritization of international initiatives, lack of funding and associated incentives for engagement, and time were noted as major constraints. However, some respondents noted that lack of awareness of potential opportunities, support for international cooperation, as well as administrative bureaucracy were limiting factors for new and continued global engagement. Overall, while family commitments and responsibilities are an understandable personal factor, a lack of knowledge was again evident as a major constraint. Furthermore, other commonality of issues relate to lack of institutional commitment, funding, and time.

With respect to perspectives towards internationalization, respondents valued international education as a critical component of higher education, but highlighted that internationalization efforts were directed in large part by the faculty. Also, the majority of respondents perceived the importance to maintain professional ties with foreign faculty, researchers, staff and/or students. However, they noted the lack of the availability of faculty development funds specifically to increase international research. Moreover, respondents added that they would be more inclined to bring international dimensions into their research if they had more time. Conversely, respondents expressed mixed opinions with respect to international expertise as part of recruitment and selection procedures of new faculty. Similarly, respondents were varied with respect to the idea of international research or teaching as considerations for tenure and promotion decisions. Overall, there was support for the value of internationalization in education, research and collaborative partnerships, and additional endeavors could be built and strengthened with committed resources and priority. In addition, it is important to denote that there were reservations for any internationalization criteria for new employee recruitment as well as professional advancement. While it is important to advocate for internationalization in professional duties, this should not be a major indicator but rather as a part of the overall evaluation metrics.

The issue of institutional commitment was an overarching theme among respondents. The majority of respondents further emphasized that while international teaching/research/service was generally valued and encouraged by their respective department/unit, there was lack of prioritization for international research. In addition, most respondents generally agreed that participation in international research improved their tenure and/or promotion progress, but noted the lack of specific guidelines by their respective department/unit in P&T decisions. It should be emphasized that a sizeable number of respondents did not know about the role of internationalization for P&T, nor were they aware of any guidelines. Collectively, respondents recognized the value and importance of internationalization as well as a personal profile which would enhance their portfolio for P&T purposes, but noted institutional ambiguity with respect to priority, commitment, and guidelines. As aforementioned, institutional commitment is needed and highly desired by respondents. Moreover, a strategic vision for internationalization, implementation action items supplemented with resources, and targeted administrative support would greatly enhance and strengthen internationalization initiatives at UF. Internationalization needs to be institutionalized and supported by senior administration at the highest levels in order to address the significant institutional barriers as perceived by faculty. If this were done, faculty engagement in international research would likely increase.

Finally, respondents expressed myriad opinions, concerns, challenges and opportunities with respect to internationalization initiatives at UF. The comments were very consistent with previous responses and thematic issues. In general, again they noted that institutional priority was lacking as there was more talk than action, and that internationalization efforts were not valued as they should be. However, they emphasized that international engagement was important but should be a choice, and not necessarily be used as for a criterion in T&P decisions. In addition, while interest in international engagement was evident, there was a need to develop a mechanism to support initiatives along with monetary resources and administrative support for more effective and efficient facilitation. Finally, while personal and institutional benefits were accrued due to international engagement, the issue of recognition for accomplishments as well as time invested for teaching-centric activities, i.e., study abroad was essential. Overall, these issues have been consistently identified and need attention by administration to develop strategic policies and measures to foster interest, remove barriers and provide credit and incentives for global engagement.

This study provided an assessment of faculty members' interests in international activities, along with facilitators and constraints towards international engagement in research, teaching, and outreach/service initiatives. In addition, faculty perspectives towards internationalization and associated institutional commitment towards global engagement were examined. This research is the first study to be conducted that examines the perspectives of internationalization among faculty at UF, and hence provides an initial understanding to assist in the formulation of potential actionable implementation measures. The next section outlines recommendations based on feedback generated from this study. It is emphasized that the activities outlined for implementation of the Quality Enhancement Plan as part of the 2014 reaccreditation by Southern Association of Colleges and Schools Commission on Colleges should also be reviewed to be sure that they align with the proposed recommendations.

RECOMMENDATIONS

Various recommendations were formulated and segmented into three general categories: Strategic Planning & Policy, Knowledge Enhancement, and Resources.

The recommendations related to **Strategic Planning & Policy** issues include the development of a university-wide internationalization strategy, expanding university-wide global consciousness, global branding of UF based on integrated marketing communications, and raising faculty profile of global engagement.

The recommendations related to **Knowledge Enhancement** include developing and delivering workshops on ways to advance and strengthen international research and study abroad, developing a single source website that faculty can access for a wide array of information, developing partnership with federal agencies for international research initiatives, and improving the services of the International Center and the Office of Research.

Finally, recommendations related to **Resources** (financial and administrative) include a wide range of ideas such as, funds to support and facilitate global collaborative partnership engagement among researchers and institutions, to support international travel for faculty, to bring visiting scholars to UF, to enhance internationalization in curriculum and teaching, to develop additional study abroad opportunities, and to support implementations from the recommendations as identified in the Quality Enhancement Plan.

Based on the recommendations, measures will need to be implemented with a holistic perspective as part of campus-wide initiatives. However, it is acknowledged that the International Center, Office of Research, and UF Central Administration will need to be actively engaged with the respective Colleges and associated units and faculty.

Strategic Planning & Policy

- ***University-Wide Internationalization Strategy***
 - ❖ ***Strategic Plan:*** Development of a university-wide strategic plan for internationalization. Each college should first create their vision and associated strategies, and subsequently these can be collectively integrated into a university-wide document with further stakeholder consultations.
- ***University-Wide Global Consciousness***
 - ❖ ***Global Thinking:*** Development of various initiatives in partnership with the International Center and other pertinent units (e.g., Area Studies Centers) to promote and implement (e.g., special events, international speakers, common reading program, faculty recognition, etc.).
- ***Global Branding***
 - ❖ ***Integrated Marketing Communications:*** Enhance current UF platforms (Website, Alumni Magazine, Explore Magazine, Posters, Brochures, etc.) with the addition of international-related features, news stories, press releases, and interviews. Also, request that each College regularly dedicate at least two pages to feature international activities within their unit in their annual and/or bi-annual magazine.

- ***Global Engagement Faculty Profile***

- ❖ ***Raise the profile of global engagement:*** Develop guidelines that assist faculty to develop their international engagement portfolio in their Promotion and Tenure dossier. A possibility would be for units across campus to consider the guidelines developed and adopted by the Institute of Food and Agricultural Sciences (UF/IFAS) in May 2013 to document international activities in Promotion and Tenure packets.

Knowledge Enhancement

- ***International Research and Collaboration Workshop***

- ❖ ***Advancing International Research:*** A program of activities designed to educate interested faculty about how to get started in professional activities internationally, associated challenges, and potential opportunities with respect to international research engagement (e.g., workshops, faculty academy, and peer mentoring).

- ***UF International Research and Partnership Website***

- ❖ ***Global Research Gateway:*** A dedicated website to compile all information with respect to UF international research and engagement. Also, information about opportunities, international RFPs, news stories, etc. Basically, a central depository for international research and partnerships for UF.

- ***Partnership & Network Alliance***

- ❖ ***Information Network:*** Compilation of information about new and potential international institutions/partners – including VIVO, memorandum of understanding (MoUs), maps of UF's global engagement, speakers, community outreach, etc.
- ❖ ***Information Service:*** An internet portal for assistance in myriad issues related to internationalization – paperwork, partnerships, study abroad, visiting scholars, etc. This information can be relayed back to the pertinent unit for additional assistance.
- ❖ ***Partnerships with Funding Agencies:*** Proactive leadership to strengthen dialogue and relationships with traditional funding agencies (e.g., USDA; NSF; NIH; DOE; etc.) to request new and continued funding support of initiatives for international research and collaboration. Leverage on existing NSF internationally focused programs as well as cultivate programs with other federal agencies.

- ***Study Abroad***

- ❖ ***Evaluative Assessment:*** Conduct an online survey among faculty that have led and those that are currently engaged in study abroad programs. The survey will offer constructive feedback for the development of a strategic plan to revise and innovate study abroad initiatives.
- ❖ ***Study Abroad Development and Implementation:*** Review and revise existing program development and risk management initiatives to ensure faculty are appropriately prepared to lead study abroad programs.

Resources

- ***Global Collaborative Partnership Engagement***
 - ❖ ***Faculty Enhancement Opportunity (FEO)***: The existing program can be diversified to accept at least several proposals strictly for international research, teaching, and outreach/service. The same criteria can be used, except for a defined international category with a specific set aside of funding for that purpose.
- ***Global Institutional Collaborative Network***
 - ❖ ***Global Collaboration Network Fund***: Seed funding for the development of institutional partnerships for research. Funds could be used to initiate or further cultivate research partnership between academic institutions, and not for individual research. Criteria will need to be established.
- ***Global Research Engagement***
 - ❖ ***Collaborative Research and Partnership Opportunity***: Seed funding for individual and/or team-based research abroad. The current Research Opportunity Fund can be diversified to entertain at least two proposals strictly for international research. The same criteria can be used, except for a defined international category.
- ***International Travel Grant Assistance Program for Junior Faculty***
 - ❖ ***International Travel Grants for Junior Faculty***: Grant program to travel abroad to either present at an international conference or join a senior faculty member on a research site visit. Match will be required from home department/unit/college, and will be restricted to one application per academic year.
- ***Visiting Speakers & Scholars***
 - ❖ ***Speakers Bureau Fund***: Increase funding for and faculty awareness of the speakers program in the International Center. Actively promote this program to other units as matching funds are required.
 - ❖ ***Short Term Scholars Fund***: Develop seed funding to host short term scholars to campus. Matching program with respective department/unit and the Office of Research will be needed. Criteria will need to be established.
 - ❖ ***Short Term Visitors***: Provide assistance with respective paperwork as well as identify and assist with short term accommodations for short term visitors to campus.
- ***Curriculum Internationalization Grants***
 - ❖ ***Course Enhancement and/or Development Funding to Facilitate Courses that Promote Learning on the Student Learning Outcomes (SLOs) for the Internationalization Quality Enhancement Plan (QEP)***: Provide funding to increase new course offerings or revise current course offerings that promote global awareness and intercultural competence as defined by the QEP. This should include faculty professional development and incentives to develop new courses consistent with the SLOs stated in the QEP.

- ***Study Abroad***
 - ❖ ***New Study Abroad Programs Development Fund:*** Development of new study abroad programs based on need and demand (i.e., geography and academic discipline) and consistent with the QEP efforts to increase opportunities for students in underrepresented disciplines. Funds to be used for reconnaissance trip for proposed program. Criteria will need to be established.

- ***Integrate Recommendations from the Quality Enhancement Plan (QEP)***
 - ❖ ***Alignment with the QEP to Internationalize UF:*** The recommendations described in this report should be aligned with those of the QEP, which address issues related to study abroad, curriculum enhancement, campus life, international resources and support, and the development of an international scholars program.

International Center
Program Development Unit

The Program Development Unit supports the creation of new and innovative, internationally-focused programs and facilitates the engagement of faculty, students and staff to increase UF's global presence. The main focus areas are:

- Outreach to off-campus and on-campus audiences to engage them in internationally oriented activities and events;
- Engagement of faculty and partners to share information and facilitate work that expands UF's global presence;
- Develop new and innovative programs to enhance international learning opportunities for faculty and students

This study was conducted by the Program Development Unit at the International Center. The following individuals were involved in this study and associated report.

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