A GUIDE TO STUDY ABROAD PROGRAM DEVELOPMENT

University of Florida International Center

-2020-
I have been co-leading study abroad programs every summer since 2008 and find this role to be the most rewarding part of my job. There is no doubt that it is a lot of work to put together a program and to coordinate with providers, students, and host institutions, but the support you receive from UFIC means you are never on your own.

Collaborating with faculty here on campus and at schools with whom we partner increases my opportunities for research and professional development, and builds long-lasting relationships. Developing community-based learning study abroad programs provides students real-life experiences inviting them to think more critically about the world and their place in it. Because we work together daily, we are able to take concepts and theories out of the classroom and into practice then reflect on our changing perspectives throughout the program. The potential for increased cross-cultural understanding and individual growth is tremendous, even for a short-term program.

-Regan Garner
Associate Director of UF Honors Program
UF in Merida, UF in Peru, UF in South Africa

Leading a study abroad program is such a rewarding way to see our undergraduates in a new light. It is an opportunity to experience their academic and personal growth so far beyond what we experience in the classroom. Before leading the program for the first time I could never imagine spending a month living 24/7 with students; now it seems unimaginable to go through a summer without it.

-Michele Tennant
University Librarian
UF in Madagascar
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Chapter 1: Introduction to UFIC & International Education

The University of Florida is proud to be a leader in fostering international understanding, and in developing the networks of students and scholars who collectively work to build a brighter future for the world. Since 1991, the UF International Center’s (UFIC) mission is to serve and support the entire UF community in this effort and we have been innovating ways to internationalize our campus ever since.

Each year, UFIC staff administer the programs that, on average, bring over 6,600 international students to campus for study or practical training each year. Additionally, the center sends nearly 2,600 UF students to study abroad and manages hundreds of collaborative agreements with partner institutions across the world which help support the thousands of international trips for research, teaching and collaboration our UF faculty and staff complete during their careers. We invite you to learn more about our efforts by reviewing our annual Global Engagement Report and checking our website often for new updates, assessments, events and engagement opportunities.

UFIC staff countries of origin and expertise encompasses over 70 nations and almost 20 languages. We are here to support UF’s preeminence as a global leader. Let us know how we can help!

University of Florida International Center
1765 Stadium Road, Suite 170 Hub
Gainesville, FL 32611
(352) 392-5323
https://internationalcenter.ufl.edu/
Providing study abroad opportunities for over 40 years, UFIC executes high-impact global learning experiences which in turn increase our students’ competitiveness in the global market and aids in developing their skills as global citizens. Every year, the Study Abroad Services (SAS) unit sends over 2,600 students on various study abroad programs in more than 70 different destinations worldwide.

The University of Florida encourages and supports UF faculty members wishing to lead a study abroad program for UF students. The SAS unit, in collaboration with UF academic departments and colleges, facilitates and develops UF Sponsored study abroad programs for students. All (credit bearing) UF study abroad programs are administered through the International Center with approval from the corresponding academic college and home department.

Faculty members have various options to set up the logistics of a program, such as housing, classroom facilities, local transportation, cultural activities, etc. Some faculty members may choose to make these arrangements themselves, but UFIC encourages the use of third-party providers for assistance with these issues.

UFIC welcomes early, informal consultation by faculty members for program planning and encourages coordinated programming among departments. Please contact us to make an appointment when you are ready to discuss your potential program. Nicole works with programs in Latin America and Asia, while Susanne works with programs in Europe and Africa. Feel free to contact either one of them for a possible program in Australia / New Zealand.

Susanne Hill, Ph.D.
Executive Director, UFIC
shill@ufic.ufl.edu
(352) 273-1500

Nicole Fuls, M.A.
Coordinator for Programming & Faculty Engagement
nfuls@ufic.ufl.edu
(352) 273-1506

Please be aware of the following deadlines as you prepare your program.

<table>
<thead>
<tr>
<th>Deadlines</th>
<th>Spring Program</th>
<th>Spring Break Program</th>
<th>Summer &amp; Fall Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Proposals</td>
<td>May 1</td>
<td>August 15</td>
<td>October 1</td>
</tr>
<tr>
<td>Budget Information</td>
<td>July 31</td>
<td>September 30</td>
<td>December 1</td>
</tr>
<tr>
<td>Emergency Contact Sheet</td>
<td>October 30</td>
<td>December 20</td>
<td>March 1</td>
</tr>
</tbody>
</table>
As the field of international education continues to grow, there are consistently more options for students to participate in study abroad programs around the world in varying contexts. Because of the field’s commitment to continuously growing and adapting to meet students’ academic, professional and personal needs, the number of U.S students studying abroad increases each year. On the following page is a snapshot from the Institute of International Education’s (IIE) 2019 Open Doors Report, which collects statistical data, with the support of the U.S. Department of State's Bureau of Educational and Cultural Affairs, regarding international student mobility across accredited U.S. institutions.

As you take a look at these numbers, it’s important to note that UF is on par with these national trends. Each year we send more students abroad than ever before. Between 2018 and 2019, we saw an increase of UF study abroad students by roughly 2.4%, just slightly below the national average. However, the SAS office works tirelessly to promote education abroad to the entire UF student body. While COVID has certainly challenged our plans to develop new programs and increase the number of our students abroad, we expect to overcome these difficulties in due course. At present, the majority of UF students studying abroad are from the Warrington College of Business and the Herbert Wertheim College of Engineering.

Similar to the Open Doors Report, European countries are still the most popular locations for UF students, with Italy, Spain and the UK comprising the top host countries for UF students. That being said, UFIC is committed to diversifying the locations of faculty-led programs. About 50% of UF Sponsored programs currently offered are located in Africa, Asia and Latin America.

Regarding student demographics, UFIC reports similar statistical results to those of Open Doors with the majority of our study abroad participants identifying as White/Caucasian. Additionally, roughly 60% of UF study abroad students identify as female. UFIC has lower numbers than the national average of racial and ethnic minorities studying abroad; however, we are constantly creating new programs and expanding our outreach activities to encourage more minorities to study abroad.
A QUICK LOOK AT
U.S. Study Abroad Students

341,751 U.S. students studied abroad for academic credit in 2017/18.

In 2017/18 there was an increase of 3% over the prior year in the number of U.S. students studying abroad.

TOP FIVE MAJOR FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS

- STEM Fields: 26%
- Business: 21%
- Social Sciences: 17%
- Foreign Language & International Studies: 7%
- Fine & Applied Arts: 7%

RACE/ETHNICITY OF U.S. STUDENTS ABROAD

- Asian or Pacific Islander: 3%
- Hispanic or Latino(a): 2%
- Black or African-American: 15%
- Multiracial: 14%
- American Indian or Alaska Native: 8%
- White: 59%

The proportion of underrepresented students studying abroad has increased modestly over the past ten years.

UNDERGRADUATE PARTICIPATION IN U.S. STUDY ABROAD

1 in 10 U.S. undergraduates studies abroad before graduating.

DURATION OF U.S. STUDY ABROAD

- 65% short-term
- 33% mid-length
- 2% long-term

HOST REGIONS OF U.S. STUDY ABROAD STUDENTS

- Europe: 55%
- Latin America & Caribbean: 15%
- Asia: 11%
- Middle East & North Africa: 2%
- Sub-Saharan Africa: 4%
- Oceania: 4%
- North America: 1%

Europe hosts over half of U.S. study abroad students.

38,401 U.S. students participated in non-credit work, internships, volunteering, and research abroad, in addition to the 341,751 who received academic credit for study abroad in 2017/18.

Canada, Mexico and United Kingdom are the top 3 hosts of U.S. non-credit education abroad.

Source: Open Doors: Report on International Educational Exchange is a comprehensive information resource on international students and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.iie.org/opendoors.
Best Practices in Study Abroad

We partner with faculty in every college on campus to develop innovative programs that provide students of all disciplines with a valuable and meaningful international experience. As a study abroad program director, you play an integral role in creating and shaping a student’s interpersonal, intercultural, and international understanding as it relates to your program objectives.

When guiding program development and assessing program quality, UFIC and the SAS team largely follow the Standards of Good Practice for Education Abroad established by the Forum on Education Abroad. The Forum’s Standards represent the shared opinions of U.S. higher education institutions and outline best practices in the field of education abroad. While the Standards encompass many aspects of education abroad, you may find Chapter 6: Student Learning and Development the most helpful when developing your program.

UFIC also developed several Student Learning Objectives (SLOs) as part of the 2014 Quality Enhancement Plan. As such, your study abroad program should incorporate these SLOs in addition to the academic course objectives outlined in your syllabus or course description.
- **SLO1 (Content):** Students identify, describe and explain global and intercultural conditions and interdependencies
- **SLO2 (Critical Thinking):** Students analyze and interpret global and intercultural issues
- **SLO3 (Communication):** Students communicate effectively with members of other cultures

Rationale for Study Abroad Participation

As educators, it is imperative that we expose students to different worldviews and perspectives, in addition to major-specific content knowledge, in order to prepare students for a successful career upon graduation. Study abroad is one way in which students can experience another culture first-hand, improve their foreign language skills, strengthen their team-building and adaptability skills, contextualize academic knowledge with experiential projects, and much more.

In fact, many studies have shown that students who study, intern, research or serve abroad earn better grades, have higher graduation rates and enter the job market with higher intercultural competency skills than their counterparts. In this ever-changing globalized world, demonstrating intercultural competencies is now a highly sought after skill by employers. According to the Institute of International Education’s (IIE) report *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects*, “study abroad contributes to the development of transferrable skills and positive employment gains, with the impact varying according to program characteristics, study destinations, and the students’ goals”.

SAS partners with the Career Connections Center (C3) to assist students in developing their competencies at home and abroad. Additionally, C3 will teach students how to appropriately showcase their international experiences on resumes, in job interviews and more. We encourage you to take a look
at the C3 webpage dedicated to Global Gators and view interviews of our study abroad students as they share how their experiences abroad have shaped their time at UF and their career plans!

### Study Abroad Program Types

**Exchange Programs:** UF partners with universities all over the world to offer first-rate educational experiences. **UF Exchange programs** present students access to a wide range of courses offered by the partner institution. Students become immersed in the host country’s culture, have the ability to learn a foreign language and/or take courses in a foreign language, earn UF credit and pay the same UF tuition they would were they on campus for the semester. These programs require a high level of independency, flexibility and adaptability and are typically offered during the Fall, Spring, or Academic Year, although there are a few in the Summer.

**UF Sponsored Programs:** **UF Sponsored programs**, sometimes referred to as ‘faculty-led programs’, are specially developed by a UF department or a faculty member. Students study abroad with a group of other UF students, learn from a UF professor in their area of expertise, earn UF and/or transfer credits (if a course is taught by a provider or host institution), and pay a program fee that includes tuition, housing, health insurance, and program excursions. These programs are typically offered during the Summer, although there are a few in the Fall, Spring, and during Spring Break.

**Non-UF Programs:** While the University of Florida strives to provide programs to meet students’ needs and interests, many others are available through third-party providers, other US universities, or direct enrollment at a foreign institution. These programs, broadly grouped under the category of ‘**Non-UF programs**’, vary greatly in terms of location, coursework, costs, and terms available. However, as long as they are accredited, our office will work with the student and the UF Admissions office to transfer those credits back to UF. Students earn transfer credit, and all associated program fees are paid directly to the host university or provider, rather than to UF.

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>UF EXCHANGE</th>
<th>UF SPONSORED</th>
<th>NON-UF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UF Exchange</strong></td>
<td>UF credit</td>
<td>UF credit and/or Transfer credit</td>
<td>Transfer credit</td>
</tr>
<tr>
<td><strong>Coursework</strong></td>
<td>Courses are offered by the host university</td>
<td>In most cases, at least 1 course is taught by UF faculty. A second course may be offered by the host institution</td>
<td>Courses for the program are offered through a 3rd party provider or by a local institution</td>
</tr>
<tr>
<td><strong>Program Cost</strong></td>
<td>Regular UF tuition</td>
<td>Program fee charged by UFIC</td>
<td>Program fee, charged by a third-party provider or host university</td>
</tr>
<tr>
<td><strong>Program length</strong></td>
<td>Semester/AY (rarely - summer)</td>
<td>Summer/Short-term (rarely - semester)</td>
<td>Any</td>
</tr>
<tr>
<td><strong>Program setting</strong></td>
<td>Alongside other international/local students in a group or individual setting</td>
<td>Alongside other UF students in a group setting</td>
<td>Alongside other US/international/local students in a group or an individual setting</td>
</tr>
</tbody>
</table>
SAS Staff and Responsibilities

During the program development process, you will be in contact with various members of UFIC and SAS. It will be important for you to know who to contact during the different stages of program development. Please do not hesitate to contact us with any questions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Leonardo A. Villalón  | Dean of the International Center                           | • Signature authority for contacts with international host universities and 3rd party providers  
                                                                 • Risk assessment and emergency response                                           |
| lvillalon@ufic.ufl.edu | (352) 273-1536                                             |                                                                                  |
| Susanne Hill          | UFIC Executive Director & Director of Study Abroad Services | • Advises faculty developing programs in Europe and Africa                         
                                                                 • Approves new UF-Sponsored programs and program budgets                        
                                                                 • Risk assessment and emergency response                                          |
| shill@ufic.ufl.edu     | (352) 273-1500                                             |                                                                                  |
| Sharon Brown          | Executive Assistant                                        | • Coordinates calendar and events of the Executive Director's Office including the Study Abroad Fair |
| sbrown@ufic.ufl.edu    | (352) 273-1537                                             |                                                                                  |
| Susan Lukowe          | Business Manager                                            | • Processes Cash Advances or Program Expense Advances                             
                                                                 • Coordinates payments to foreign vendors                                          |
| slukowe@ufic.ufl.edu   | (352) 273-1534                                             |                                                                                  |
| June Bristol          | Coordinator, Accountant                                     | • Prepares budgets for UF Sponsored study abroad programs                         
                                                                 • Prepares faculty agreements                                                     
                                                                 • Invoices students for their study abroad program fee                             |
| jbristol@ufic.ufl.edu  | (352) 273-1504                                             |                                                                                  |
| Linda Gritman         | Accountant                                                 | • Enrolls students and faculty in CISI health insurance                            
                                                                 • Processes Florida Prepaid for study abroad students                             
                                                                 • Serves as a liaison for the Travel Registry                                        |
| lgritma@ufic.ufl.edu   | (352) 273-1507                                             |                                                                                  |
| Jill Ranaivoson       | Associate Director, Study Abroad Services                  | • Advises for Italy, Greece and Eastern Europe                                   
                                                                 • Facilitates student registration                                                
                                                                 • Risk assessment and emergency response                                          |
| jranaivoson@ufic.ufl.edu | (352) 273-1528                                         |                                                                                  |
| Nicole Fuls           | Coordinator for Programming & Faculty Engagement            | • Advises for Latin/South America & Pharmacy programs                            
                                                                 • Advises faculty developing programs in Latin America and Asia                   
                                                                 • Presents workshops and training for study abroad faculty                        |
| nfuls@ufic.ufl.edu     | (352) 273-1506                                             |                                                                                  |
| Jess Mercier          | Coordinator for Outreach and Campus Engagement             | • Advises for Germany, Austria, The Netherlands                                    
                                                                 • Curates SAS social media content (Facebook, Instagram)                           
                                                                 • Manages UFIC Scholarships                                                      |
| jmercier@ufic.ufl.edu  | (352) 294-3335                                             |                                                                                  |
| Mikenna Marin         | Study Abroad Advisor                                       | • Advises for Spain, Portugal and Virtual programs                                |
| mmarin@ufic.ufl.edu    | (352) 273-2161                                             |                                                                                  |
| Kayleigh Nemeth       | Study Abroad Advisor                                       | • Advises for UK, Ireland, Australia, New Zealand & Scandinavia                  
                                                                 • Staff Advisor for Study Abroad Peer Advisors (SAPA)                             |
| knemeth@ufic.ufl.edu   | (352) 273-1508                                             |                                                                                  |
| Naomi Harrell         | Study Abroad Advisor                                       | • Advises for Africa, Middle East, France, Belgium, Switzerland                    |
| nharrell@ufic.ufl.edu  | (352) 273-1522                                             |                                                                                  |
| Maria Seleznева        | Study Abroad Advisor                                       | • Advises for Asia, Russia and Law programs                                       
                                                                 • Assists with UFIC Scholarship management                                        |
| msalezneva@ufic.ufl.edu | (352) 273-1518                                        |                                                                                  |
| Catherine Wahl        | Administrative Support Assistant                           | • Manages the front desk and live chat. Serves as the first point of contact for students and visitors inquiring about study abroad |
| cwahl@ufic.ufl.edu     | (352) 273-1539                                             |                                                                                  |

Catherine Wahl
Before beginning to design a study abroad program, faculty should be well versed in the pedagogies and theoretical approaches to experiential learning. It is a common misconception that the study abroad experience only occurs while abroad. In order to foster a meaningful experience for all participants, faculty must provide proper preparation and engagement for all students before, during and after a study abroad program. Each program adapts the experiential learning models in their own unique way, but all should include personal and academic reflection as part of the curriculum.

In this chapter, we will outline the various pedagogies used in the field of International Education, provide some examples of how to integrate individual or group reflection into your curriculum, and review program model options so that you may determine which organizational method fits your program’s learning outcomes.

Pedagogy in Study Abroad

Well-designed study abroad programs focus on meaningful content and guided reflection with both the academic and developmental needs of students central to the program’s design. The majority of college students will benefit from a program structure geared toward emerging adults that includes:

- Meaningful experiences and time to reflect on these experiences
- Support with decision-making and mentorship from their program director
- Time to pursue individual interests
- Opportunities to be presented with challenges and to voice their opinions
As global awareness and intercultural competence are at the forefront of education abroad, your program should be grounded in theoretical approaches that encourage these outcomes. You may find the below theories helpful when thinking about your program’s purpose, goals, and objectives.

**Experiential Learning**

In the field of international education, David Kolb’s Experiential Learning Cycle is often thought of as the go-to framework for program development. Grounded in the work of John Dewey (educational philosophy), Kurt Lewin (social psychology), and Jean Piaget (developmental psychology), Kolb’s experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience” (1984, p. 1). It follows a four-stage holistic cycle (see below) of adaptive learning modes:

1. **Concrete Experience** is the direct experience one has and the feelings associated with that experience
2. **Reflective Observation** is the act of reflecting on the experience one had and what it means to them
3. **Abstract Conceptualization** connects the experience and reflection to deeper, more meaningful ideas or theories
4. **Active Experimentation** produces action of these newly processed thoughts and ideas (1984).

Implementing this pedagogical approach into your curriculum will be discussed later in this chapter.

**Holistic Student Development**

With global learning and development at its core, the holistic model of education abroad (see below) draws on the cognitive, intrapersonal, and interpersonal dimensions of human nature - essentially having students ask themselves: “How do I know? Who am I? How do I relate to others?” (Gillespie et al, 2009, p. 446). The cognitive dimension encourages students to recognize new information, to reflect on these differences, and to integrate this new understanding with their previous knowledge (Gillespie et al, 2009). The intrapersonal dimension asks students to look inward and gain a clearer sense of identity and a better understanding of their own beliefs (Gillespie et al, 2009). The interpersonal dimension encourages students to look outward and seeks to engage students with others (Gillespie et al, 2009).
From a cross-cultural standpoint, this process “applies the principles of learning-by-doing to specific outcomes such as understanding the intersection of local, national, and global issues; recognizing and tolerating cultural diversity; and deepening one’s awareness of the self in society and hence, of one’s social responsibilities” (Gillespie et al, 2009, p. 447). In this developmental process, the balance of challenging and supporting students (Gillespie et al, 2009) is a key approach to aiding in their development. As students are exposed to new worldviews abroad, it is your responsibility as the program director to facilitate this process.

**Preparation & Experiential Learning in Practice**

Implementing experiential learning pedagogies and practices into your curriculum can be challenging. You may find some steps in Kolb’s four-step model are easier to facilitate than others. While providing students with *concrete experience* and guiding them through *abstract conceptualization* may be familiar to you, it is often the reflection piece that proves most challenging for all participants-students and instructor alike. However, with proper preparation and follow through, you will foster personal and academic growth in your students, and even yourself!

As previously mentioned, the study abroad experience often begins weeks or even months prior to travel, but it is easily overlooked. An integral part of the reflection process is having students consider their preconceptions of their host country or culture prior to exposure and then observing how those preconceived notions change during the program. Many students will also notice a shift in how they identify themselves abroad versus at UF. These shifts in perspective will be the focus for reflection activities. Therefore, prior to departure, and as outlined in the Forum’s *Standards*, it is the role of the program director to:

- Communicate the importance of understanding the social, historical, political, economic, linguistic, cultural, and environmental context(s) for each program and location. (6.1.4)
- Prepare students to participate in the curricular and co-curricular aspects of each program. (6.1.5)
• Prepare participants to navigate the cultural transition and to engage in culturally-relevant, ethical, and reciprocally-beneficial activities in relation to the local context. (6.1.9)

• Encourage students to consider the social, cultural, economic, and environmental impact of each program and to mitigate negative or harmful impacts. (6.1.9.1)

• Communicate to participants the significance of identities including, but not limited to, racial, ethnic, sexual, gender, religious, ability, citizenship or nationality, and socioeconomic status in relation to the program context. (6.1.9.2)

There are many ways to engage students in learning about their host country/culture and deeply explore facets of their own identity. Examples include, but are not limited to: reading assignments, watching documentaries, group discussions, journaling, utilizing “inclusive classroom activities”, and other exercises to create a safe space for students to get to know you and one another prior to departure. Establishing a comfortable and positive group dynamic is essential to maintaining group rapport while abroad and upon returning to UF.

While abroad, continuing to have similar discussions, promoting journaling and implementing other “inclusive classroom activities” will help foster the reflective piece of the experiential learning cycle. As students are introduced to new things, or participate in different activities, it’s important to set time aside for structured and meaningful reflection. This will encourage students to dig deeper and better understand how their own identities and perceptions influence the kind of interactions they have with the host community, and on the contrary, how the host community perceives/interacts with them. By continuing to facilitate these discussions, or giving structured time for self-reflection, program directors are able to:

• Support students’ understanding of the social, historical, political, economic, linguistic, cultural, and environmental context(s) for each program and location (6.2.3)

• Support students in relating the experience to personal career goals (6.2.4.1)

• Support students to interact in a respectful, ethical, mindful, and sustainable way in the local community (6.2.5)

• Provide students with opportunities to reflect on the social, cultural, economic, and environmental impact of their activities (6.2.5.1)

• Support students as they navigate identities including race, ethnicity, sexuality, gender, religion, ability, and socioeconomic status in the local context (6.2.6)

As the study abroad experience comes to a close, faculty directors should continue to facilitate holistic student development by supporting students in understanding how they can integrate and apply what they’ve learned on the program to their academic, professional and personal goals. We highly encourage faculty to consider making the final project something that provides students a platform to share their experiences. This may include asking students to present what they have learned to an outside audience in the form of a presentation, conference, video creation and publication, or e-portfolio that can be used in professional interviews or on resumes.
Program Models

Study abroad program models vary in structure based on the type of student experience, pedagogy and program format. UFIC can help you determine the best model for your program design; however, the majority of UF Sponsored study abroad programs fall into one or more of the following categories as described in the Forum’s Education Abroad Glossary.

Integrated Model – A program type in which the predominant study format is participation in regular courses alongside degree-seeking students from the host university. May be either via Direct Enrollment or enrollment facilitated by a study abroad provider organization.

Hybrid Model – A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.

Island Model – An informal term for a program whose pedagogy formally includes little cultural immersion, such as a program in which home-campus students live together and home-campus faculty instruct them in facilities owned by the home campus. Usage of this term is declining because of pejorative connotations.

Embedded Program (or Course-Embedded Study Abroad) – A short study abroad experience that forms an integral part of, or an optional add-on to, a course given on the home campus. Most commonly, the study abroad portion of the course takes place during a midterm break or after the end of the on-campus term and is just a week or two long.

Service Learning Program – A program model in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.

Internship Program – As defined by the National Association of Colleges and Employers (NACE), a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting; in other countries this may be known as a traineeship.

Research Program – An activity abroad that typically pairs a study abroad student or students with on-site faculty and/or other local experts to pursue a specific topic or research question. Such research typically results in the writing of an academic paper or article, whether to fulfill requirements for academic credit or other degree requirements or with an eye to publication in a peer-reviewed journal or presentation at an academic conference. The research may be undertaken as part of an organized study abroad program (i.e. a research-based course or independent project) or in a completely independent manner outside the structure of a program.
Developing a study abroad program involves many stakeholders and will take a lot of patience and meaningful collaboration among all parties to get a program up and running. In the planning period you will mostly work with various SAS staff and the third-party provider or host institution with whom you partner abroad. However, you will also be in contact with your academic department/college, students, and other people or departments on campus. Therefore, we highly recommend you begin the program development process at least nine to twelve months prior to your intended start date.

With all of these aforementioned stakeholders at play, it can be difficult to discern which responsibilities fall upon you, as the program director, and the other units. While the SAS unit will always be available for guidance, each stakeholder should be equally invested into the development and overall success of the program. On the following page you will find a table that indicates the general responsibilities of the three main stakeholders: Faculty, the SAS team, and the Provider.

As you may notice, there is a great deal of overlap, yet each unit has slightly different roles and may be done collaboratively or independently from that of their colleagues. It is important that you understand the many responsibilities a program director holds in the program development and implementation processes.
### General Program Development
- Provides UFIC with program proposal
- Obtains program approval from department and college
- Identifies program provider
- Creates course syllabus
- Provides UFIC with finalized itinerary prior to departure
- Hosts pre-departure orientation for students
- Advises faculty and reviews program proposals
- Assists with identifying an appropriate provider
- Reviews and signs all contracts with providers
- Coordinates students’ course registration with academic departments
- Attends and assists faculty with pre-departure orientation
- Organizes in-country logistics such as transport, housing, classroom space, excursions etc.
- Provides UFIC and faculty with a program proposal and contract
- Can sometimes provide representative to attend pre-departure orientation

### Budget/Travel/Logistics
- Submit budget worksheet to UFIC and approves final program budget
- Upon approval from UFIC, works with academic department to purchase faculty airfare and other transportation
- Accounts for all expenditures of funds advanced and submit accounting and/or receipts to UFIC
- Review and finalize budget
- Approves program cost
- Provides cash advances as needed
- Provides chartfield information for purchases
- Pays provider invoices
- Provides budget information to the Office for Student Financial Affairs for financial aid disbursement
- Advises students on visa processes as needed
- Arranges in-country logistics
- Provides budget information to UFIC and faculty
- Provides payment information and timeline
- Submits final payment invoice to UFIC

### Marketing/Recruitment
- Recruits students by hosting information sessions, conducting classroom visits, and attending the study abroad fair
- Meets with students on an individual basis to discuss the program and assess students’ suitability for the program
- Shares brief course description and logistical information to SAS advisor for the program webpage and flyer
- Manages all content for online program page
- Manages all student applications
- Advises students for all study abroad programs
- Hosts general info sessions
- Coordinates Study Abroad Fair
- Can sometimes host information sessions
- Can sometimes provide marketing materials like flyers or social media content

### Risk Management
- Familiarizes self with UFIC Emergency Protocols
- Submits Emergency Contact Sheet to UFIC
- Carries 24/7 emergency phone
- Knows emergency phone numbers for in-country emergencies
- Discourages students from partaking in dangerous activity
- Sets expectations for health and safety during program orientation
- Enrolls students and faculty in CISI health insurance
- UF point of contact for any emergency abroad
- Assists faculty throughout the emergency
- In-country staff will provide on-site orientation
- In-country staff can serve as primary emergency responders
- May provide insurance for participants

Once you have reviewed the general responsibilities of the faculty/program director, and are ready to begin the process of developing a new study abroad program, you might want to visit our website to access a **comprehensive overview** of everything that needs to be accomplished during the entire process.
(planning, recruitment, program preparation/implementation and re-entry). However, for the purposes of this handbook, we will only be focusing on the first 5 steps as these pertain to the process of program creation and approval. The remaining steps will be outlined in greater detail in the Guide for Study Abroad Program Implementation, which will discuss the steps that need to be taken upon program approval from your college and UFIC.

### Program Development Steps

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### Step 1: Needs Assessment

While UFIC would like to see an abundance of study abroad programs offered to students in a wide variety of academic disciplines, we need to make sure that new program proposals meet the needs of the institution, attract student interest and meaningfully engages students in experiential learning that may not be as readily available at UF. A successful program will leverage the unique context of being abroad to enhance content knowledge while exposing students to working within an international context, thereby allowing them to hone in on their intercultural competency skills with the careful facilitation of their program director.

As you begin designing a study abroad program, your first task will be to speak with SAS staff to conduct an informal needs assessment. Please request a meeting with Susanne Hill or Nicole Fuls so that we can discuss the general idea of what you plan to teach abroad, where you plan to go and why, and how this new program will benefit students across campus and/or your department. Based off this initial conversation we will let you know if any similar UF programs already exist or were previously offered by UF faculty. If we believe the program has potential, we will ask you to complete a full proposal (see step 3) for your program. To help you prepare for this preliminary conversation and your eventual program proposal, we want to make sure you understand what a program director needs to keep in mind while creating a new study abroad program. Please see this list of topics below and the following questions we have posed in relation to each. Use these questions to guide your initial program proposal and be ready to answer some of these questions in your needs assessment appointment.
## Logistical Considerations for a New Study Abroad Program

### Questions:

| Location | 1. Does the chosen site lend itself to the proposed academic content and learning objectives?  
   2. Are there any health or safety concerns in your host country?  
   3. Are any vaccinations required?  
   4. Is it realistic to reach your destination in less than 2 days?  
   5. Is the host country popular enough to evoke student interest? | Program locations will be approved on an individual basis, taking into consideration advisories from both the State Department as well as the Centers for Disease Control and Prevention. |

| Time Frame | 1. What will be the length of your study abroad program?  
   2. During which term will your program run?  
   3. What does the academic calendar of the host country look like? Is it more beneficial for your program to run while school is in session abroad or while local students are not on campuses?  
   4. Are there any major holidays in your host country that could enhance or hinder your program?  
   5. Are there any concerns with local weather patterns during the period of your program? | While you can create a new course, using an existing rotating topics course within your department offers the most flexibility. |

| Academics | 1. Will you teach an existing course overseas or create a new course?  
   2. How many contact hours/credits will your program offer students?  
   3. In what ways does the curriculum leverage the unique learning context of your host country?  
   4. In what ways will you adapt your course curriculum to encourage students to partake in experiential learning and personal reflection while abroad?  
   5. How will you prepare students for this experience abroad prior to departure and what will you do with students upon re-entry to round out the experiential learning process?  
   6. How will you incorporate teaching various intercultural competencies, as relevant to your host country, to students?  
   7. How will your program help students achieve UFIC’s Student Learning Objectives as outlined in the Introduction (page 5)? | We highly recommend that your program offers enough credits for students to be considered 'full time' (with the exception of Spring Break programs). This means that a Faculty-Led Program should offer at least 12 credits for a semester program and 6 credits for a summer program. This is because students maintain full-time status in order to receive any financial aid to help cover program costs. As you calculate contact hours to credits, please note that 1 credit is equivalent to 15 contact hours. |

| Logistics | 1. Where will the group be staying? Hotel, hostel, homestay, university residence hall etc.?  
   2. How will students get from the airport to their housing/first destination?  
   3. How will the group be traveling within the country?  
   4. Do I need to reserve classroom or meeting space?  
   5. Will I be collaborating with a host institution or a 3rd-Party Provider to coordinate logistics such as transportation, housing, classroom space, excursions, guest speakers etc.?  
   6. What meals are included in the program fees?  
   7. Is a visa or vaccination required for entry to the host country? | UFIC strongly recommends that faculty work with a 3rd-Party Provider to assist in arranging all the logistics of your program, in addition to having them as an additional support system in the event of any emergency. Once you have had an initial conversation with SAS regarding your potential program, we can recommend different organizations you may partner with based on your academic focus, desired location and any other special interests. |
### Health and Safety

1. Will students engage in any potentially dangerous activities during the program, such as swimming, hiking, etc.? If so, how will you prevent potential injury?
2. Will you be close to a hospital or emergency health care clinic during your program? In the event of an emergency, how will you travel to said hospital or clinic?

### Structured vs Unstructured Time

1. How much ‘free’ or unstructured time will you allow in your program itinerary?

### Equity, Diversity and Inclusion

1. Is the location culturally open to a diverse group of students?
2. Does the program provide for students with a disability to participate?
3. How will your program include discussions of diversity, equity, and inclusion/exclusion?
4. How will the academic and experiential learning components of your program (i.e. course readings/assignments, excursions or guest speakers) include diverse perspectives and practice inclusive pedagogy?

As program directors, it is important to be mindful that some locations and cultures are not as openly accepting of some of our students’ identities. We ask that you be conscious of how a student’s identity, be that racial, ethnic, sexual orientation, gender or ability, will be accepted in the local culture and be prepared to discuss these potential concerns with students before, during, and after the program.

UFIC encourages all students to participate in study abroad programs and will work to make any necessary accommodations for students with disabilities. In most cases, you and/or your students will jointly work with the Disability Resource Center to prepare for a student’s participation in a study abroad program prior to departure.

### Cultural Activities and Excursions

1. How will you initially introduce students to their local surroundings or ‘home base’?
2. How do your selected site visits or excursions add value to your course?
3. How can you engage students before, during and after a particular excursion or site visit to contextualize the experience in terms of how it relates to the academic coursework and the host culture?

### Step 2: Standards of Good Practice

As previously mentioned in Chapter 1, The University of Florida International Center and Study Abroad Services team largely follows the Standards of Good Practice for Education Abroad established by the Forum on Education Abroad when guiding program development and assessing program quality. We encourage you to be familiar with the Standards as it is important that all study abroad staff and faculty apply them to our program development processes, academic pedagogies, EDI (equity, diversity and
inclusion) practices, risk management plans etc. in order to ensure we are providing high quality, ethical and inclusive study abroad programming.

In addition to the Standards, the Forum on Education Abroad established a new Guidelines series that serves as a supplement to the Standards and offers specific guidance for different program types and facets of international education programming. Depending on the objectives of your program, or the model that you choose, you may want to refer to the following:

- Guidelines for Undergraduate Research, Field Studies, and Independent Study Projects Abroad
- Guidelines for Internships Abroad
- Guidelines for Community Engagement, Service-Learning, and Volunteer Experiences Abroad
- Guidelines for Undergraduate Health-Related Experiences Abroad
- Guidelines for Language Learning Abroad

**Step 3: Program Proposal**

Based on the information discussed in your needs assessment, we will ask you to complete a program proposal for us to review and possibly provide recommendations. The final proposal will need to be approved both by UFIC as well as your chair and college dean. While UFIC is mostly looking at logistics and risk management of a program, the college will want to understand the academic reasoning behind the program, with clearly stated student learning outcomes, a course description and most importantly, why teaching this course abroad will add value to the course. Some colleges have an international committee, which will look at your proposal and might come back with certain questions, recommendations, changes, etc. before they sign off on it. Many colleges have an Associate Dean who has “International Programs” in their portfolio of responsibilities, and we will be happy to accept their signature on your proposal.

Please be mindful of program proposal deadlines:

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**Step 4: Identify a Program Provider**

Once your proposal is approved by all necessary parties, we will put you in touch with a program provider, who will be able to arrange the program logistics for you. There are various reasons, why we strongly suggest for faculty to work with a third-party provider:

- These organizations set up all onsite components of a program, thereby allowing faculty to concentrate on recruitment and their teaching assignment (while on the program). These
logistical arrangements may include housing for faculty and students, classroom space, excursions, local transportation, etc.

- The majority of our approved providers are located in the U.S. and will charge us in U.S. Dollars, rather than a foreign currency. This proves of course much easier and is more straightforward, when it comes to budgeting for your program.
- Finally, for liability purposes, it is safer to work with a provider, as their insurance covers every aspect of the program.

While there are many options to choose from, we recommend working with one of the following approved providers. However, if you find a provider that is not on this list, we will be happy to facilitate the vetting process accordingly.

- AIFS (American Institute for Foreign Study)
- API (Academic Programs International)
- campush (Campus Brazil)
- CEPA (Customized European Programs Abroad)
- CIS Abroad
- Worldstrides/ISA (International Studies Abroad)
- Learn International
- CRCC Asia (Global Internships)

We also run programs in collaboration with a partner school abroad, in which case the partner helps with arranging some (or all) of the logistics mentioned above. In this scenario, faculty directors are typically well connected with this university and negotiate these elements directly with the partner abroad. In very rare cases, faculty will arrange logistics completely on their own. We would only approve this structure if faculty can demonstrate a profound knowledge of the host country, the host language and its specific customs.

The program provider will put together a proposal that includes all the items you wish to incorporate into your program. You can specify the type of housing you would like to offer (homestays/hotels/dorms/hostels), possible meal inclusions, the site visits and excursions you have in mind, classroom space and hours needed for your class, possible onsite courses taught by a local university in addition to your own course, etc. Typically, the proposal includes all the costs for the faculty member as well, so in the end, we will receive an offer that states the “per student” program fee, which we will use to build a program budget. In many cases, a provider proposal is approved right away, in others, faculty and UFIC members might ask for changes to be made.

It will be important to keep either Nicole or Susanne in the loop when communicating important issues to either the program provider or the partner school abroad. This way, we can provide clarification, guidance and support when needed.

**Step 5: Program Budget**

Upon approval of the final proposal, you will schedule an appointment with June Bristol to go over budget guidelines and requirements. Please complete the Budget Worksheet in preparation for the meeting. To learn more about the financial considerations that go into determining the student program fee, please refer to Chapter 4.
Chapter 4:  
Program Budget & Financial Considerations

The program budget, prepared by the International Center and in collaboration with the faculty director, will contain both program expenses and UFIC overhead costs and taxes. Once the budget is finalized and signed by the program director, the program fee is established and can be published. The program fee will not change after publication.

Determining Student Program Fees

The following expenses must be included in the budget to determine the program fee students will be assessed to participate in the program, more commonly known as the Student Program Fee:

Student Expenses: On faculty-led programs, the program fee includes instructional costs (teaching salary), fringe, university fees, UFIC fees, taxes, lodging, in-country travel, excursions and entrance fees, as well as international health insurance which includes emergency medical assistance. If requested, Student Program Fees may also include group meals.

Faculty Salaries:

1. The salary for 9-month faculty is based on several factors including rank, number of teaching credits, and length of program. An administrative supplement is also budgeted to compensate faculty for risk management, accounting of program expenses, i.e. everything outside of teaching.

2. Twelve-month faculty and faculty receiving other funding during the term of study abroad will require the college dean's approval for additional state compensation. The HR-600 "Request for
Approval of Additional University Employment and State of Florida Employment (HR-600)" will be initiated by UFIC and sent to your department for approval.

To give you a rough estimate of your potential earnings, please see the salaries and stipends in 2020:

- Assistant Professors and Lecturers: $6,800 (3 credits) + $3,100
- Associate Professors: $7,000 (3 credits) + $3,500
- Full Professors: $8,100 (3 credits) + $4,200

Salary will be paid in a lump sum (as OPS) on the UF “payday” of your program start date, either summer A or summer B, but no earlier than the first “payday” of the summer term.

**Faculty Expenses:** In addition to faculty salary, the fee will include faculty expenses including international airfare, car rental to departure airport other than Gainesville, lodging, up to 62% of the Department of State foreign per diem rates, in-country program related travel, entrance fees, international health insurance including emergency medical assistance, a weekly stipend for Wi-Fi and incidentals, and baggage fees for programs longer than 3 weeks.

**Teaching Assistants:** Based on program enrollment, a teaching assistant may be included in the budget. This can translate into a stipend per UFIC guidelines along with reasonable travel expenses. For budget and risk management purposes, UFIC recommends one faculty per 10-14 students with an added Teaching Assistant for 15 or more students. If there is 24/7 onsite staff through a partner organization, a TA might not be necessary.

**Accompanying Family:** Faculty members can choose to take family members such as a spouse and/or children abroad with them. It is important to note that family members cannot interfere with the safe and timely delivery of the program. Please note that the university is in no way responsible for family members while abroad. UFIC will not be able to pay for additional costs associated with accompanying family members (e.g. a larger apartment to house accompanying family, transportation, baggage fees, excursions, meals, childcare, etc.). Faculty must notify UFIC of accompanying family prior to departure. If you plan to bring small children, UFIC will request proof of full-time childcare for the period that the study abroad program is running.

**Fixed Program or Group Cost:** The fixed program or group cost may include guest lecturers, stipends, classroom rental, bus/van rentals, and any “one cost for all” expenditures.

**Overhead expenses:** UFIC will include the following overhead expenses in all program budgets.

1. **Salary Fringe:** Updated annually and determined by the State of Florida. Fringe for fiscal year 2020-2021 is 5.2%.
2. **UF Local Fees:** Please note that students do not pay UF tuition when participating in a UF faculty-led program. Instead, students are assessed local fees per credit, which will be part of the program budget. Undergraduate local fees in 2020-2021 are $17.56 per credit.
3. **RCM** taxes (Responsibility Centered Management) will be added to all program expenses. RCM for 2020-2021 is 9% and updated annually.

4. **Wire fee**: $20 per wire for outgoing wires assessed by UF Bursar. Vendor wire fees, if any, must also be budgeted.

5. **UFIC Administrative Fees**: A UFIC administrative fee is added to all programs and is budgeted based on the length of the program.
   - a. $425 per student for programs 21 days or longer
   - b. $325 per student for programs 14-20 days
   - c. $275 per student for programs 1-13 days
   - d. $175 plus RCM for WCBA short term programs

The total program expenses are divided by the minimum number of students or “breakeven” required to pay the overall expenses of the program. Generally speaking, we require a minimum breakeven of 10-12 students in order for a program to run.

Since students do not pay any tuition on a faculty-led program, there is no difference in Student Program Fees based on residency. All out-of-state, international and in-state students will pay the same program fee. The only exception is that any students earning graduate credits will be assessed a $100 per credit surcharge.

**Study Abroad & Affordability**

For many students, the cost and affordability of study abroad is more than a concern – it’s a barrier to participation. Our office understands the critical role that finances play in a student’s decision and ability to pursue an international experience. With that in mind, there are two main ways that students can be advised on funding opportunities for study abroad: **financial aid** and **scholarships**. The Funding Your Program page of our website contains useful information about both of these.

Financial aid policies and decisions are ultimately up to UF Student Financial Affairs (SFA). You can find their contact information [here](#). However, there is some basic information we can outline for students when it comes to using financial aid towards a study abroad program:

- **Bright Futures** recipients can use their Bright Futures for study abroad so long as they are enrolled as a full-time student. It will pay the same amount per credit hour as what students are awarded on campus and can be used towards the program fee.
- **Florida Prepaid** recipients can use funds from their FL Prepaid Plan for study abroad. It pays per credit hour based on the type of plan purchased on a student’s behalf. If the student has a housing plan, the International Center will invoice the FL Prepaid Plan for a semester of housing at that student’s request.
- **Federal financial aid**, for example grants and loans, may be used for study abroad based on individual student eligibility. Students should be referred to Student Financial Affairs to inquire about aid eligibility. After a student has been approved for a study abroad program, a cost of attendance will be sent to SFA on which aid will be based.
- **Scholarship** funds can typically be used toward the cost of study abroad fees, but some exceptions may exist. Scholarships in the form of a tuition waiver cannot be used toward UF Sponsored study
abroad programs. These scholarships are generally awarded by the Office of Admissions to out-of-state students.

In addition to any existing scholarship funding that students may have, there are many UF, national, and international scholarships intended specifically for study abroad. Students should not rely on these scholarships to fund their program costs, but we encourage them to apply for as many as possible to increase their chances of receiving additional funding. Our office also hosts scholarship information sessions, leads writing workshops, and is happy to discuss opportunities during one-on-one advising appointments. A list of some of the more prominent study abroad scholarship opportunities is below.

- **UFIC Scholarships** are offered, managed, and awarded by the UF International Center. To be considered for them, students complete one general application which requires a Statement of Purpose, Statement of Financial Need, and Letter of Recommendation. It is important to note that although there are many different scholarships awarded under UFIC, with varying eligibility requirements, students can only receive one award. However, having one standardized application allows us to consider them for everything and award them with the highest award possible. Award amounts range from $500-$5,000. Learn more [here](#).

- The **Daniel Sinclair Bredahl Scholarship** is a privately funded scholarship, only available to students going abroad for an entire semester or academic year. The application is much like the UFIC Scholarships application, but is separate and awarded by a different committee. Awards are up to $4,500.

- The **SAPA Scholarship**, managed and awarded by our team of Study Abroad Peer Advisors (SAPA), is only available to students going abroad in the summer. Typically, several students are awarded up to $1,000 each.

- The **Benjamin A. Gilman International Scholarship** is a grant program run by the U.S. Department of State. Only students who are U.S. citizens, receive the Federal Pell Grant, and are studying on a program at least 21 days in length are eligible. The University of Florida consistently has many students receive the Gilman; typically, about 30% of the UF students who apply are successful. Students from diverse backgrounds and/or who are participating in diverse programs (location, subject, etc.) are given preference, but that is not a requirement. Awards are up to $5,000.

In addition to the awards listed above, there are also many study abroad scholarships offered by UF departments/colleges and national organizations. We encourage both you and your students to consult the [scholarship page](#) of our website for more detailed information.
Chapter 5: Risk Management and Health & Safety Overview

In order to mitigate risk to students, faculty and partners abroad, it is important to prepare for the major risks and emergencies that could occur during a study abroad program. Faculty directors are expected to serve as the University of Florida liaison in any emergency situation that might arise in the foreign country and report back to the Executive Director of the International Center. Given this role as liaison, the SAS team will work closely with you throughout the program development and implementation periods to prepare you for potential emergencies or student misconduct instances.

In this chapter, we will give you a general overview of the most common crises that occur on study abroad programs, expectations we have for faculty directors in regards to risk management, the UFIC Emergency Protocols and student health while abroad. Since this handbook focuses on program development, we will not go into great detail on how to respond to such crises or student behavior/health concerns, but rather introduce you to the responsibilities you will have as a program director. In the Guide for Study Abroad Program Implementation, we will discuss Risk Management in greater detail and encourage you to utilize that resource for more specific information. You may also contact Susanne Hill, Executive Director of UFIC, with any additional questions or concerns you may have.

National Risk Trends

Although we spend a lot of time preparing both students and faculty for emergencies abroad, serious emergencies on study abroad programs are rare. A 2016 national study carried out by The Forum on Education Abroad states that “college students studying abroad are less likely to die than college students studying on campuses in the U.S.” That being said, it is important to note that the four major causes of death on study abroad programs are: falls from high places, transportation accidents, drowning, and
natural causes. We encourage faculty to keep these risk factors in mind as they develop their programs. UFIC will also provide input on how to encourage student and staff safety in your program’s design.

The same national study also shows that only about 10% of students who study abroad file insurance claims for medical attention while abroad, and of those students, the overwhelming majority receive outpatient care. It’s also important to know that “many claims included incidents that occurred while students were not engaged in activities related to the education abroad program” but rather during unstructured time or just before or after a program began or ended.

There has also been a rise in the number of reported mental illnesses and crises in the general Higher Education student population. We are seeing an increased number of students dealing with various mental health conditions such as: depression, anxiety, eating disorders, obsessive compulsiveness, post-traumatic stress disorder and others. While college in general can be a stressful environment for students, the transition to studying abroad adds another layer of stress that can exacerbate and amplify mental illness.

**Common Issues on UF Programs**

While we certainly see parallels with the national trends, it’s important to dig deeper into the concerns we see with the UF student population specifically. The major concern on our programs is the use of excessive alcohol while abroad. In many countries where we send students, the legal drinking age is 18, which means most of our students can purchase and consume alcohol at their leisure. We are well aware of “binge culture” within the United States, and this culture is often continued abroad as well, especially with students under the age of 21 that have the newfound freedom to enter local bars and clubs. Extensive use of alcohol or intoxication, in most cases, results in a breach of the UF Code of Conduct.

Other common issues you may need to address while taking students abroad relate to mental and emotional well-being. Many students will experience some degree of culture shock, defined as “the feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar culture, way of life, or set of attitudes”. Another common concern is homesickness. Students may miss their friends or family while abroad and the overall familiarity of their home country/culture. It’s important to normalize culture shock and homesickness with your students and provide space for students to discuss their experiences in adjusting to this new environment either with yourself, or with their peers. You may also offer them some strategies for adjusting and staying healthy while abroad like journaling, spending time with friends, exercising and keeping a healthy sleep/rest schedule.

As with the national trend, UF is seeing an increase in students with mental illnesses. Each year more students self-disclose that they are being treated for depression, anxiety, bipolar disorder, ADD/ADHD
etc. We also see a few students that report having eating disorders such as anorexia, bulimia and binge eating. Many of these students can manage their conditions on their own, but it will be important for you to observe student behavior so you can potentially prevent an issue from escalating. We understand you are not counseling or medical professionals, but encourage you to be observant and provide support to students that may be struggling. We also expect you to assist students in finding professional help if needed and as outlined by our Emergency Protocols.

**Preparing for and Preventing Emergencies**

Safeguarding the health and safety of the UF community abroad is an important function of UFIC, which is why each study abroad program is assessed for risk before it is approved for faculty and advisors to start recruiting participants. Additionally, before program implementation, UFIC ensures that all faculty and students are aware of the dangers, risks and responsibilities they have to ensure their own well-being and that of the group while abroad.

For faculty, this means attending the Faculty Pre-Departure Orientation to understand common health and safety issues abroad, student misconduct, UFIC Emergency Protocols for Study Abroad Programs, the Clery Act and our worldwide health insurance policy. You are also responsible for signing a Faculty Agreement Form, completing the Campus Security Authorities (CSA) training, submitting an Emergency Information Worksheet, and hosting - in collaboration with the advisor responsible for your program - a Pre-Departure Orientation for your students.

SAS and faculty directors share responsibility for making students aware of the dangers and risks that present themselves overseas as well as the preventative measures students can take to ensure their safety abroad. Prior to the students’ departure, faculty directors hold a mandatory pre-departure session alongside the SAS advisor to go over travel logistics, health and safety information, expectations and an academic overview of the program. If any students are unable to attend, SAS has a comprehensive online Pre-Departure Handbook that provides all of the same information in great detail. Students are responsible for reading through the Pre-Departure Handbook and signing off on having done so accordingly within their study abroad application portal.

Another form of risk prevention is encouraging all students to self-disclose any pertinent medical information that may impact their ability to fully participate in a program. When applying, students complete a “Medical History Questionnaire” in which they may choose to disclose health conditions, prescription medications and/or other information to SAS staff and the faculty directors. All faculty directors have access to this information, which is described in greater detail in Chapter 7: Understanding the Student Application Process.

UFIC’s responses to crises depend on the nature and extent of the crisis and are guided first and foremost by the need to attend to the immediate safety and well-being of the student(s). Our Executive Director carries a 24/7 emergency phone and is typically the first to receive notice of an emergency and will be able to help guide you through proper emergency response, or, if warranted, will notify the UF Crisis Response Team.
The Crisis Response Team responds to any emergency requiring more substantive action and will coordinate responses and communications to all necessary parties. In all cases, this team includes the UFIC Dean, Executive Director and the Associate Director of Study Abroad. Depending on the nature of the crisis, and as spelled out in the Emergency Protocols, it may also involve the following individuals:

- The Dean of Students
- General Counsel
- Counseling and Wellness Center
- University Police Department
- VP for Strategic Communications and Marketing
- Director of Communications
- Title IX Coordinator
- Office of Cleary Act Compliance

CISI Insurance and Emergency Medical Evacuation

In addition to the safety precautions we take with students, UFIC requires that all study abroad faculty and students are covered by international health insurance while abroad, including both emergency medical evacuation and repatriation. All students who participate in a faculty led program will be covered by either Cultural Insurance Services International (CISI) or the insurance that our logistical partner provides. The costs associated with this coverage are included in the program fee, and all participants will be automatically enrolled in CISI.

CISI covers all participants for the duration of their program, as well as an additional 3 days before and 2 days after the program’s start and end dates for travel. Faculty and students will receive an email from CISI with their insurance cards roughly 2 weeks prior to their program’s start date. While you can view the entire policy [here](#), below you will find a snapshot of what is and is not covered under CISI.

<table>
<thead>
<tr>
<th>CISI Insurance Coverage</th>
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<tbody>
<tr>
<td><strong>Covered</strong></td>
</tr>
<tr>
<td>- Medical Expenses</td>
</tr>
<tr>
<td>- Emergency Medical Reunion</td>
</tr>
<tr>
<td>- Trip Interruption</td>
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<tr>
<td>- Emergency Medical Evacuation</td>
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<tr>
<td>- Security Evacuation</td>
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</table>
After successfully designing an exciting new study abroad program, you are looking to recruit group of at least 10-12 students (based on your breakeven number) to take abroad. While there are many ways to recruit students, you can start with the following:

UFIC Program Webpage
Every UF Sponsored study abroad program has a webpage in our program database created and managed by your UFIC Study Abroad Advisor, for which you may request changes or provide additional content. Your program’s page may be the first glimpse into study abroad that a student gets, and it will certainly be where many students gather important details, such as cost, courses, location, housing, excursions, etc., which will help them decide whether or not your program is right for them.

Program Flyer
Once your program proposal is approved, UFIC can assist you with developing a promotional flyer. The formatting is standardized for all flyers, but the information and images will be tailored to your program. These flyers are seen most commonly at the UFIC Study Abroad Fair and on display in the International Center. Faculty can also use their flyer when recruiting at information sessions, class visits, tabling, etc.

Class Visits
One way to promote your program is to give a brief presentation to a class; this can be your class and/or that of a fellow faculty member. To arrange this with another faculty, you would need to contact them directly and discuss whether or not they would be willing to let you speak to their class, as well as when would be a good time to do so. You should also consider the best format for presenting your program’s details, which may differ from class to class. If time allows, you could present a short PowerPoint presentation, or perhaps click through the UFIC program page. If the arrangement does not allow for a
full presentation, consider using an "elevator pitch" (a 30 second – 2 minute speech) to share this study abroad opportunity with the class.

If you are unable to visit the other class in person, you could ask the faculty member if they would be willing to pass out a program flyer for you and/or read a prepared statement. You could also consider recording a brief video to be shared with the students.

**Info Sessions**

Info sessions are another great way to connect with students face-to-face and provide more detail about what they can expect on your program. They can also be an alternative to class visits if you are uncomfortable with or unable to arrange those, as well as an opportunity to reach students from different departments. You are welcome to arrange an info session yourself (time, date, location) or coordinate with your UFIC Study Abroad Advisor if you would like to use our facilities for the event or have the advisor present for any questions. We can also list the event on our webpage and share it across our social media platforms. On average, faculty leaders hold 1-2 sessions per semester, but the frequency is ultimately up to you.

When hosting an info session, much like a class visit, it is important to consider how you want to present the information. Because an info session will typically be longer than a class visit, you will have more time to go into detail about your program, as well as let students ask questions, so feel free to get creative in the way(s) you share about your program! You could play music unique to the location, bring a traditional food to share, show pictures and/or video(s) taken by you, previous faculty leaders, or students, create a PowerPoint etc. You want to make sure you are delivering accurate information about what to expect from the program specifically, but also what students can expect from their host city, country, and culture.

**Email Listserv**

Some faculty will collect students’ contact information from outreach events like class visits, info sessions, the study abroad fair, etc. and create their own email listserv for the program. While this resource does require you to have spoken with the student in some previous capacity, it can be a great way to maintain contact with interested students, share more program details and pre-departure resources, and let students know about other upcoming events related to the program, like future info sessions, etc.

There are also various college and departmental listservs you can utilize to reach all students in a particular academic discipline. We recommend you create a general email outlining your program and providing some basic information on where they can learn more or apply to your program. Then, ask your department and other offices on campus to share your letter on their listservs or newsletters.

**Study Abroad Fair**

UFIC hosts a study abroad fair, either in person or virtually, twice a year: once in the Fall (late September) and once in the Spring (late January). Many summer programs do their recruiting at the Fall fair, but you are more than welcome to also have a table at the Spring fair if you feel you need one. To request a table at the study abroad fair, contact our fair coordinator, Sharon Brown.

**Diversity and Identity**

As the University of Florida’s student body continues to grow and diversify, it is important that our study abroad opportunities reflect and accommodate that growth. UFIC strongly encourages recruitment of underrepresented students (e.g. students of color, first-generation college students, LGBTQIA+ students,
students with disabilities – physical, mental, emotional, learning). One way to do this is by collaborating with colleagues across campus including (but not limited to) the Disability Resource Center (DRC), Multicultural and Diversity Affairs (MCDA), Hispanic-Latino Affairs (HLA), and the Machen Florida Opportunity Scholars Program (MFOS), as well as various student organizations such as the UF Black Student Union and Pride Student Union.

It is also important for you to be knowledgeable about the culture and attitude towards various minority groups (women, students of color, LGBTQIA+ students, etc.) in your program’s host country, so that you can have honest and accurate conversations with students who may be concerned about their safety abroad. The U.S. State Department provides resource guides for “Travelers with Special Considerations” that can be helpful to both you and your students as you prepare to go abroad.
Chapter 7: Student Application Process

Upon successful recruitment, students will need to visit the International Center in order to complete their study abroad application. For most students, they can complete about 80% of the application completely online via our platform, Terra Dotta. However, you may also work with your study abroad advisor to customize the application for your particular program. Outlined below are the basic eligibility requirements, universal application forms and documents and potential options for application customization. UFIC advisors help students through the application process, but students may ask you similar questions; therefore, familiarity with the different documents and application timeline will be helpful during initial meetings or info sessions with prospective students. We encourage you and your students to follow this Step-by-Step Checklist to understand the student application and approval process.

Understanding the Student Application

Basic Eligibility Requirements: Per UFIC policy, all students must meet a minimum of a 2.5 GPA and be in good standing in order to participate in a study abroad program. Students that do not meet these eligibility requirements will need to speak with their study abroad advisor and obtain written permission by their college dean in order to participate. Also, generally speaking, students must have already completed at least one semester at UF before being eligible for study abroad. This may differ for some transfer students, so please direct them to their study abroad advisor for further information.

Universal Application Forms and Documents:

- Academic Advising Form: All students are required to complete an Academic Advising Form for their chosen program. This is a personalized document specific to each UF Sponsored program
that includes the courses offered and a place for students to indicate their course selection. The purpose of this form is for UFIC to ascertain whether or not a student is approved by their college to participate in their chosen study abroad program. It also allows students an opportunity to meet with their academic advisor to discuss the courses offered on the program and confirm how they fit in with their degree at UF. Each form requires a signature from their academic advisor and a signature from the program director (you), which gives you an opportunity to connect with students seriously interested in your program!

- **Emergency Contact Information:** Each student is required to submit emergency contact information for two individuals as part of their online application. This information will be used in the event of an emergency and at the discretion of the UF Crisis Response Team.
- **Medical History Questionnaire:** As mentioned in Chapter 5, students are encouraged (not required) to disclose any health conditions they may have, be that physical, mental or emotional. This information is available to faculty but can **never** be used as a determining factor in student acceptances.
- **Financial Aid Questionnaire:** Students are asked if they have completed a FAFSA and/or expect to use any loans, grants or scholarships to help pay for the program. This is also where students who plan to use Florida Pre-Paid must indicate their intentions to do so and then submit this form to UFIC to complete their request.
- **Privacy Rights:** If desired, students can name a contact with whom we may share information otherwise protected under FERPA.

In addition to these questionnaires, there are also several online documents students must read and sign regarding cancellation policies, health insurance information, credit transfer information, a Participant Consent, Release And Waiver Of Liability, the UF Policy on Alcohol and Other Drugs and other Terms and Conditions.

**Customizing Your Program Application:**

In addition to the standard documents and forms, faculty directors may elect to add other requirements to their program application in order to attract the most suitable applicants for their program. The following list shows some examples of requirements you may wish to add. You can use any mix of the following, or add your own specific requirements as well. Just let your Study Abroad Advisor know so they can make the proper adjustments in the application and the program webpage.

- **GPA:** The minimum GPA required for all students is a 2.5, but faculty can choose to raise the GPA requirement.
- **Recommendations:** There is the option to add required recommendations to each program application. You can use this to have students request a letter of recommendation from previous professors, supervisors, etc. Students request recommendations through our Terra Dotta system by entering the recommender’s email, which then sends the request directly to the recommender.
- **Essays or Writing Samples:** Some faculty members chose to add a requirement for an essay or writing sample, in order to see previous work from students who are interested in their program. We can add this as a questionnaire in Terra Dotta so that you can review the essay in the student’s online application.
• **Statement of Purpose:** Similar to the above requirement, a statement of purpose allows students to write about their interest in your specific program. This also can be set up as a questionnaire that students can fill out directly in the application.

• **Faculty Interviews:** We strongly encourage all our faculty directors to conduct a personal interview with students before they are accepted into the program. How you choose to arrange and conduct your interviews is up to you, but some examples are having interested students contact you, emailing all new applicants, or narrowing down your candidates first and then conducting interviews with the final student pool. This requirement can either be added as a material submission in Terra Dotta that advisors check off after verification from faculty or faculty can conduct interviews outside of the UFIC application process and track interviewed students on their own.

**Non-UF Student Application Process**

Students who do not go to UF can still participate in your study abroad program, with your permission. While many aspects of the study abroad application will remain the same, there is a separate process to get them registered as a non-degree seeking student with the Registrar and Office of Admissions. We will also require some additional documentation like proof of ID and Official Transcripts. Therefore, we suggest that all non-UF students contact UFIC and begin the application process as early as possible because getting registered as a non-degree student is a lengthy process.

To facilitate this double application process, the appropriate Study Abroad Advisor will send a Non-UF Guide to each non-UF student with step-by-step instructions on how to begin a study abroad application and the non-degree registration application.

**Student Acceptance**

Depending on any additional documentation you require as part of the application process and/or your preferences, students can be accepted into the program on a first-come-first-serve basis, or, you may elect to review all applications at the same time and then select your top students. If you have more students apply than you can take, we can always begin a waitlist for students in case one drops out. However, please know that no students will be officially approved to study abroad until you have met your breakeven number.
Chapter 8: Student Equity, Diversity and Inclusion

As you prepare to create, recruit for, and run a study abroad program, it is important you recognize the potential impacts of your program location on marginalized students. For instance, certain countries are less accustomed to seeing Black people. Certain countries are less accepting of the LGBTQIA+ community. Certain countries do not have a solid foundation to assist those with disabilities. There are usually also varying degrees of acceptance within the same country, based on an urban vs. rural setting, local culture and politics, and regional history. Some questions to ask yourself as you develop a program are:

*How does this city/country perceive different identities?*
This includes race, ethnicity, nationality, religion, sexual orientation, gender identity, disability, socio-economic status, and more.

- What is the dominant race, ethnicity, and religion?
- Are some identities particularly discriminated against (or even criminalized)?
- Are there any laws in place students should know about (for example in regard to religion or sexual orientation)?
- How are women viewed and treated?
- If the program involves homestays, how might those families treat marginalized students?
- How am I prepared to support a student who experiences discrimination?

*Is this city/country accessible for students with disabilities?*

- Is the housing and classroom space I have chosen accessible?
- Is the transportation (public or private) we plan to use accessible?
- What are the overall conditions of public sidewalks and streets?
- Does the program curriculum involve rigorous physical activity (e.g. hiking, snorkeling)?
- How am I prepared to make accommodations (academic or otherwise) for students?
Will my program be affordable for low-income students?
- Am I educated on study abroad scholarship opportunities?
- Have I considered all possible out-of-pocket expenses students will incur?

Will international students be able to participate?
- What nationalities will need a visa to enter my chosen country/countries?
- Will students of certain nationalities not be let in the country at all?
- What kind of language barriers and cultural differences am I prepared for?

It is crucial to note that when selecting students for your program you cannot discriminate based on student identities or ability levels. You should be prepared to accept any student who meets the academic standards and eligibility criteria you have set forth. UFIC, along with other units on campus such as the Disability Resource Center, Counseling and Wellness Center, and Multicultural and Diversity Affairs, will then work with you to make sure your program is an excellent experience for all involved. The earlier accommodations can be made and conversations can be had, the better.

Below is a list of resources for you to reference as you prepare to develop an inclusive study abroad program. Note that the UFIC and the Study Abroad Advisor assigned to your region are also always here to support you and the students interested in your program.

- UF Disability Resource Center
- UF Counseling and Wellness Center
- UF Multicultural and Diversity Affairs
- UF First Generation Student Success
- Diversity Abroad
- Mobility International
- Asher & Lyric LGBTQ+ Travel Safety Index
- Rainbow Europe Travel Safety Index
Chapter 9: Conclusion & Next Steps

As you move into the program development phase, the University of Florida International Center and the Study Abroad Services Unit hope you will keep our suggested pedagogies and learning objectives in mind and adapt them to fit your needs and academic discipline. We also encourage you to refer back to the Standards of Good Practice for Education Abroad throughout the entire process as these will guide you on what will be expected from faculty and UFIC before, during and after the program.

Once you have completed a program proposal template and obtained the proper signatures, you will be notified by UFIC that your program has been approved and you may move into the next phase which will include:

- Connecting and collaborating with your host provider/institution to develop an itinerary, solidify logistical concerns such as in-country transport, visa processing, housing, setting up guest speakers and organizing the excursions you’ll do on-site.
- Developing a program budget and establishing the program fee.
- Marketing and recruiting students for your program.
- Monitoring student applications and collaborating with your Study Abroad Advisor to customize student applications.
- Preparing for travel with Pre-Departure Orientations, requesting cash advances, finalizing your faculty agreement and purchasing airfare.

More information on the pre-departure, in-country and re-entry phases will be available in the Guide for Program Implementation. While we have tried to cover all the necessary topics for you to begin designing a new study abroad program, additional questions or concerns may certainly come up as you go. Please do not hesitate to contact the appropriate UFIC staff member as indicated in the chart on page 7.

Thank you for your interest in study abroad and support in internationalizing UF! Welcome to the Global Gator Nation!
Appendix A: Resources on the Field of International Education

Main Professional Organizations and Associations for the Field:

**Diversity Abroad:** The organization’s mission is to provide motivation and support for professional stakeholders and policy makers in international education in order to influence the development of international programs that promote the academic, interpersonal and career success of diverse and underrepresented students. Free access is available to articles, publications and surveys, amongst a host of other resources while membership provides exclusive access, but not limited to, manuals, modules and faculty-led resources that is based on student identities.
https://www.diversitynetwork.org/

**The Forum on Education Abroad:** This non-profit association develops and shares comprehensive standards of practice, resources, and training for the field of education abroad, which can be found on their website. The U.S. Department of Justice and the Federal Trade Commission identify the association to be the Standards Development Organization (SDO) for the study abroad field.
https://forumea.org/

**Institute of International Education (IIE):** Sponsored by the U.S. Department of State, the Institute of International Education is a non-profit educational and cultural exchange organization. It collects comprehensive statistical data annually of international students studying in the U.S., U.S. students studying abroad, international scholars and international students participating in intensive English programs from nearly 3,000 accredited U.S. educational institutions.
https://www.iie.org/opendoors

**NAFSA: Association of International Educators:** NAFSA is the world’s largest nonprofit association dedicated to international education and exchange, working to advance policies and practices that ensure a more interconnected, peaceful world today and for generations to come.
https://www.nafsa.org/

**United States Department of State: Bureau of Educational and Cultural Affairs (ECA).** The Bureau develops educational and cultural exchanges that aims to facilitate and promote peaceful relations between U.S. citizens and those of other countries.
https://eca.state.gov
Scholarly Articles and Journals on Study Abroad Trends:

Frontiers: The Interdisciplinary Journal of Study Abroad
A resource that has open access to peer reviewed academic journal articles, the most current research, essays and book reviews pertaining to education abroad within a multidisciplinary forum and allows for reflection on key issues and concerns that faculty and staff in international education may have.
https://frontiersjournal.org


There has been tremendous growth both in study abroad and intercultural exchange options in the United States and also in online learning options in higher education. Reviewing 91 cross-cultural experiences with at least one type of formal online component, this paper provides an overview and categorization of these offerings as well as a discussion of trends. It also offers recommendations to help strengthen and shape further offerings and related research.
https://doi.org/10.20429/ijsotl.2015.090203

NAFSA – Trends in Study Abroad: The 2017-2018 academic year saw a 2.7% increase from 32,727 students to 341,751 students in the U.S. studying abroad for academic credit, thus representing 1.7% of the total number of students enrolled in U.S. higher education institutions. Despite the increase in the participation of underrepresented students in study abroad, their numbers remain significantly low. At 54.9% Europe was the most popular study abroad destination, while regions in Africa, the Middle East and Oceania proved to be substantially less popular.
https://www.nafsa.org/sites/default/files/ektron/files/underscore/study_abroad_by_state.pdf

Open Doors Data: Open Doors is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities.
https://opendoorsdata.org/

Experiential Learning Theories and Study Abroad:

www.jstor.org/stable/26585387


**Articles and Activities for Intercultural Competency Development and Career Readiness:**

**Diversity Abroad: Matrix for Self-Care and Creating Brave Spaces as Education Abroad Program Directors**
This matrix has been developed with the assumption that the Program Director may leverage these questions to create and design the program (groundwork), utilize these questions throughout the education abroad program cycle (courageous moments), and/or lean into these questions as resources (to foster reflection and processing).

**Intercultural Learning Hub – A Virtual World of Resources**
The Intercultural Learning Hub is an online space for those who mentor others in intercultural competence, multiculturalism, diversity and inclusion, social justice, international education and/or study abroad. This platform houses a digital toolbox full of activities already made for you that can help you engage students in discussions around identity, intercultural communication, diversity, and more. You will need to register an account in order to access the toolbox, but it is free.
https://hubicl.org/


https://www.aacu.org/leap/hips

University of Kentucky Education Abroad Faculty Toolkit
This toolkit provides faculty with various tools to engage students prior, during and post program. There are examples of activities you may do to encourage experiential learning, research, communication, culture and identity and technology.
https://www.uky.edu/toolkit/the-tools

**Equity, Diversity and Inclusion in Study Abroad:**


Diversity Abroad: Access, Inclusion, Diversity & Equity (AIDE) Roadmap 2nd Edition
To ensure that students from diverse and underrepresented backgrounds have equitable access to resources and services that support and promote their academic development, interpersonal growth and career readiness; the AIDE roadmap is a guideline for international educators and staff to achieve such ends.
https://www.diversitynetwork.org/page/AIDERoadmap

The Forum: Special edition on anti-racism and social justice in education abroad
In the midst of the current uprising due to police brutality against non-white US citizens, Black and African American academics and administrators from higher education institutions and study abroad fields lend their voices to provide an opportunity for international educators to reflect on ways to contribute to anti-racism and social justice in the field of study abroad.

**Research and Presentations from UF Faculty and Staff:**

Career Connections Center – Employability: The Career Value of Study Abroad
In this presentation, Keira Simmonds and Andie Cochran review what employers are specifically looking for in current graduates and how global experiences can help students develop the career competencies as described by the National Association of Colleges and Employers. You will also hear from two students who studied abroad at UF and how that experience has lead them to new opportunities on and off campus.

Digital Tools for Learning and Promotion: ePortfolios, Intercultural Competency Skills and Career Readiness
In this presentation, Paloma Rodriguez from the Office of Global Learning discusses the value of ePortfolios which encourage students to meaningfully reflect on their experiences abroad, connect what they have learned abroad to what they can do back on campus (and beyond) in a digital format. These
ePortfolios allow students to showcase their skills and experiences to future employers and can also serve as a way to market your study abroad program in the future.

**Supporting International Students Who Study Abroad**  
Originally presented at the 2019 Florida Association of International Educators (FAIE) Conference, this [presentation](https://internationalcenter.ufl.edu/home/reports-data/uf-reports-international-activity) by Jess Mercier (UF Study Abroad) and Jillian Low (CRCC Asia) discusses the various reasons why international students study abroad, the major challenges in assisting international students in the study abroad process and how we may better serve this particular student population.

**UF Report on International Activity**  
UFIC prepares an annual report documenting the extent of international activity at the University of Florida. These reports showcase the wide range of international activities carried out by UF faculty, staff and students.  
[https://internationalcenter.ufl.edu/home/reports-data/uf-reports-international-activity](https://internationalcenter.ufl.edu/home/reports-data/uf-reports-international-activity)