

# Examining Study Abroad Involvement: A Descriptive and Comparative Analysis of Agriculture Teaching Faculty

Shelli D. Rampold<sup>1</sup>, J.C. Bunch<sup>2</sup>, Melissa Cater<sup>3</sup>, J. Joey Blackburn<sup>4</sup> & Michael Burnett<sup>5</sup>

## Abstract

*This descriptive and comparative study was conducted to explain agriculture teaching faculty involvement in and perceptions of study abroad. Further, faculty involvement and perceptions were compared based on the personal and professional characteristics of faculty. Faculty involvement in this study included a set of activities in which faculty may be involved in addition to leading a study abroad program. Findings revealed that faculty were somewhat involved in study abroad activities and perceived study abroad outcomes as important. However, faculty were slightly less convinced that studying abroad actually produces those outcomes among students. While faculty perceived increasing study abroad participation as a priority at the institutional and college levels, they agreed less with increasing study abroad participation as being a priority among administrators and colleagues in their department. Analysis of differences between groups yielded few significant findings, with the exception of the prior international experience acquired by faculty. Recommendations for future research include replication of this study with faculty from additional universities, as well as qualitative or mixed method approaches to further investigate inconclusive findings of this study.*

**Keywords:** agriculture teaching faculty, faculty involvement, study abroad,

## Introduction

In light of the push to internationalize higher education and produce globally competent professionals, increasing student participation in study abroad programs has become adopted widely into the mission and strategic plans of higher education institutions (ACE, 2012). In prior studies, the knowledge, skills, and abilities (KSAs) observed as outcomes among students who studied abroad included: (a) a more developed global perspective; (b) greater cultural competence skills, including cultural awareness, understanding, and sensitivity; (c) improved ability communicating and collaborating with people of cultures different than their own, (d) increased

---

<sup>1</sup> Shelli D. Rampold is a Data Management Analyst in the UF/IFAS Center for Public Issues Education in Agricultural and Natural Resources at the University of Florida, 101E Bryant Space Science Center, Gainesville, FL 32611, [srampold@ufl.edu](mailto:srampold@ufl.edu)

<sup>2</sup> J.C. Bunch is an assistant professor in the department of Agricultural Education and Communication at the University of Florida, PO Box 110540, Gainesville, Florida, 32611-0540, [bunchj@ufl.edu](mailto:bunchj@ufl.edu)

<sup>3</sup> Melissa Cater is an Associate Professor of Extension Education in the Department of Agricultural and Extension Education and Evaluation at Louisiana State University, 125 JC Miller Hall, 110 LSU Union Square, Baton Rouge, LA 70803, [mcater@agcenter.lsu.edu](mailto:mcater@agcenter.lsu.edu).

<sup>4</sup> J. Joey Blackburn is an Assistant Professor of Agricultural Education in the Department of Agricultural and Extension Education and Evaluation at Louisiana State University, 129 J.C. Miller Hall, 110 LSU Union Square, Baton Rouge, LA 70803, [jjblackburn@lsu.edu](mailto:jjblackburn@lsu.edu)

<sup>5</sup> Michael Burnett is a Professor of Agricultural Education in the Department of Agricultural and Extension Education and Evaluation at Louisiana State University, 131 JC Miller Hall, 110 LSU Union Square, Baton Rouge, LA 70803, [vocbur@lsu.edu](mailto:vocbur@lsu.edu)

self-confidence and self-efficacy working in unfamiliar situations, (e) establishment of international networks benefitting to their careers; (f) a greater interest in pursuing an internationally focused career; and (g) continued integration of study abroad experiences into their everyday lives (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Briers, Shinn, & Nguyen, 2010; Chieffo & Griffiths, 2004; Clark, Flaherty, Wright, & McMillen, 2009; Czerwionka, Artamonova, & Barbosa, 2015; Kehl & Morris, 2008; Parsons, 2010; Rowan-Kenyon & Niehaus, 2011; Sjoberg and Shabalina, 2010).

Due to the continued need to increase student participation rates to reach national goals for study abroad (IIE, 2016b), much of the prior research in this area has been conducted to examine factors that motivate or deter students from studying abroad (Bunch, Blackburn, Danjean, Stair, & Blanchard, 2015; Danjean, Bunch, & Blackburn, 2015). A variety of factors have been found to influence student participation in study abroad, including the behaviors and attitudes of university faculty (Lukosius & Festervand, 2013; O'Hara, 2009; Paus & Robinson; Stohl, 2007). O'Hara (2009) maintained that, while it is possible for a student to graduate without having had any interaction with residential life, counseling, IT, or other university staff members, it is largely inconceivable a student would graduate without having had any interaction with teaching faculty/advisors. Faculty thus have significant potential to shape student interest and behavior. In fact, data from the National Survey of Student Engagement (NSSE) (2008) demonstrated a one-point increase in faculty response on a Likert-type scale rating of importance of study abroad was related to a 20 percent increase in student participation. Unfortunately, a national study conducted by O'Hara (2009) revealed only 43 percent of U.S. faculty perceived study abroad as being important for students. Considering a 16.5 percent annual growth rate in study abroad participation is needed to achieve the national study abroad goals by the end of the decade (IIE, 2016b), further examination of faculty involvement in and perceptions of study abroad is warranted.

The body of literature relevant to agriculture faculty involvement in study abroad remains limited in several respects. First, while prior research has been conducted to examine faculty involvement in other areas of internationalization (e.g. internationalizing the curriculum, international research collaboration), there remains a need for research specific to faculty involvement in study abroad. This is particularly true regarding research conducted with agriculture faculty. Second, much of the existing work provides only a discussion of what faculty should be doing in terms of their involvement in internationalization without any real investigation or hard data to describe the current involvement of faculty in internationalization activities (e.g., education abroad) or factors that may influence their involvement. One could argue it would be nonsensical to make recommendations regarding what agricultural faculty should be doing without first gaining understanding of what faculty are already doing. In the same respect, efforts to engage faculty in education abroad may prove futile without adequate consideration given to factors that facilitate or impede faculty engagement. Finally, the term *involvement* has been operationalized most frequently in the relevant literature as faculty participation in leading study abroad programs. However, there exist ways in which faculty can be involved in study abroad aside from physically leading a program, such as (a) informing students of study abroad opportunities or fairs, (b) promoting study abroad programs, (c) encouraging students to pursue study abroad programs, (d) advising students through the study abroad process, and (e) connecting students with personnel from offices of international programs on campus (Lukosius & Festervand, 2013; O'Hara, 2009; Umbach & Wawrzynski, 2005). Research is needed to examine study abroad involvement in this respect.

### **Literature Review and Conceptual Framework**

The Faculty Engagement Model (FEM) proposed by Wade and Demb (2009) was modified by the researchers via an extensive review of literature to propose a comprehensive framework for

examining agriculture faculty involvement in study abroad (Blinded authors, n.d, see Figure 1). For the purpose of this study, faculty engagement was confined to faculty involvement in activities associated with student participation in study abroad programs. Factors that may influence faculty involvement were then organized within three dimensions (a) institutional, (b) professional, and (c) personal dimensions (see Figure 1).

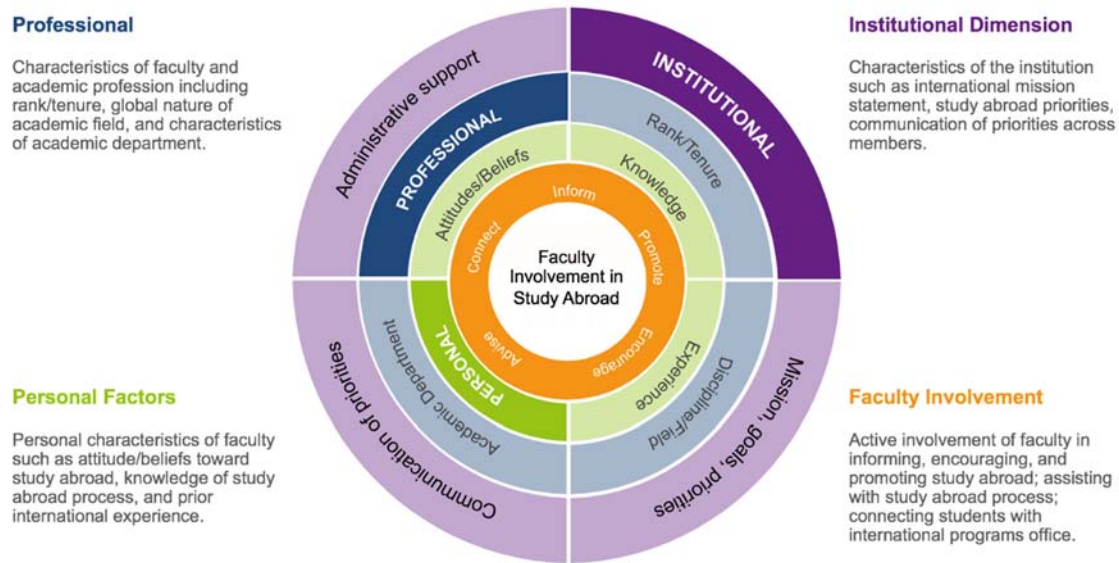


Figure. 1. Conceptual model to assess faculty involvement in study abroad

### Institutional Dimension

The institutional dimension pertains to characteristics of the institution and the manner in which institutions establish and convey priorities (Author, n.d; Wade & Demb, 2009). Wade and Demb (2009) maintained “understanding the role of institutional culture and the way institutions set priorities and create meaning are important considerations when assessing engagement-oriented faculty behavior” (p. 8). Findings from a series of studies conducted by the American Council on Education (ACE, 2012) revealed many institutions have included international education into their mission statements and strategic plan priorities. However, the ACE (2012) reported mixed findings regarding the actualization of institutional goals and priorities in campus-wide practices. This gap between institutional rhetoric and actual practice may be attributed to inadequate institutional and administrative communication and support (ACE, 2012; Bond, Quian, & Huang, 2003; Dewey & Duff, 2009; Schwietz, 2006). In a study by Schwietz (2006), faculty reported uncertainty as to whether institutional commitment to internationalization was predominately symbolic or intended to be acted upon. Similarly, Bond et al. (2003) examined the role of faculty in internationalizing the curriculum and identified a clear disconnect between the priorities of the institution and actual practice among faculty. Faculty in this study reported a general lack of discussion of critical issues, as well as lack of practical support provided when critical issues were brought up. (Bond et al., 2003). In respect to faculty engagement in study abroad, Dewey and Duff (2009) reiterated the importance of coordination and clear communication of institutional priorities and recommended a review of administrative policy and procedures be conducted to reduce barriers to faculty engagement in study abroad.

Additionally, the institutional dimension includes the university tenure, promotion, and reward system. With respect to internationalizing higher education, the inclusion of international activities in tenure and promotion decisions has been identified as critical to successful internationalization (Paige, 2005). However, despite significant growth in internationalization efforts among institutions between the years 2006 and 2011, the ACE (2012) reported no growth during these years regarding the percentage of institutions with tenure and promotion policies inclusive of international work. The aggregate body of research on this topic suggests the contemporary reward system is one that seldom recognizes the international activities of faculty and, therefore, serves as a barrier to faculty engagement in study abroad and other international activities (ACE, 2012; Andreasen, 2003; Bendelier & Zawacki-Richter, 2015; Dewey & Duff, 2009; Ellingboe, 1998; Estes, Hansen, & Edgar, 2016; Finkelstein, Walker, & Chen, 2013; Green & Olsen, 2003).

### **Professional Dimension**

The professional dimension comprises factors relevant to the professional characteristics of faculty, such as professional rank and tenure status, the global nature of faculty academic discipline or field of study, and support and priority among faculty and administrators within specific academic department (Author, n.d; Wade & Demb, 2009). Regarding the influence of academic discipline on faculty involvement in international activities, Childress (2007) identified the teaching, research and service priorities of faculty as being contingent upon the needs and expectations of their respective discipline or academic department. This occurrence may serve as a barrier to the study abroad involvement of faculty in some departments due to some academic disciplines being inherently internationally focused and others having a largely domestic frame of reference (Ellingboe, 1998). For example, Bond et al. (2003) found that some faculty perceived their academic discipline as one that did not lend itself to the internationalization of the curriculum. As such, even the most enthusiastic faculty can be limited in their ability to engage in study abroad activities by their commitment to their disciplines and academic departments and the attitudes held by their fellow colleagues in their department (Green & Olsen, 2003). These departmental limitations may pose a significant threat to study abroad participation rates. According to Paus and Robinson (2008), the faculty most likely to have played an influential role in a students' decision to study abroad were faculty in that students' major/department.

### **Personal Dimension**

The personal dimension includes factors that pertain to faculty beliefs and attitudes, knowledge, personal experience, and demographic characteristics (Author, n.d; Wade & Demb, 2009). Personal characteristics identified in prior studies that may influence faculty involvement in study abroad include (a) faculty beliefs regarding the importance of study abroad, (b) faculty knowledge and awareness of study abroad programs and associated procedures, and (c) prior international experience (PIE) of faculty.

**Faculty beliefs and attitudes.** Faculty perceptions regarding the importance of study abroad can motivate or hinder their involvement in study abroad activities. If faculty perceive studying abroad as an effective means of producing learning outcomes among students, as well as perceive those outcomes as important for students to achieve, they will be more likely to engage in promoting, encouraging, and facilitating study abroad participation among their students (Green & Olsen, 2003; NSSE, 2008). Green and Olson (2003) found that faculty who did not perceive international education as valuable for students were less inclined to engage in study abroad activities. Similarly, Paus and Robinson (2008) concluded that faculty are more likely to encourage

their students to pursue international opportunities if they are personally convinced of the value of study abroad and can see how it relates to their students' course of study.

**Faculty knowledge and awareness.** Faculty engagement in study abroad activities may be facilitated or thwarted by their knowledge of study abroad opportunities and associated procedures. Lukosius and Festervand (2013) conducted an analysis of students' choice process to study abroad and identified ways in which faculty can facilitate students' progression through each stage of the process. The first two stages of the process involve student interest and gathering of study abroad program information. As such, important faculty activities in this stage include promoting of study abroad programs, distributing information to students, and encouraging students to pursue available opportunities (Lukosius & Festervand, 2013). As such, it is necessary faculty be aware of study abroad opportunities. Additionally, Lukosius and Festervand (2013) identified the final two stages of the process as being largely bureaucratic and maintained faculty advisors must have adequate knowledge of the study abroad process to assist students with tasks such as enrollment and credit transfer. However, faculty lack of awareness and involvement has been reported in prior studies as an inhibiting factor in their ability to assist students in the study abroad process (Bond et al., 2003; Doyle et al., 2010).

**Prior international experience.** Lastly, the prior experience of faculty may influence their degree of involvement in study abroad activities. According to Hulstrand (2009), students who have internationally involved and experienced professors are more likely to pursue international experiences themselves. As such, examination of faculty international experiences is needed. In some prior studies, faculty who had lived, traveled, or worked abroad were found to be more inclined to incorporate international components into their teaching, research, and service responsibilities (ACE, 2012; Bond et al., 2003; Green & Olsen, 2003). In contrast, Woodruff (2009) found the prior international experiences of faculty did not directly translate into increased promotion of study abroad opportunities. In this study, faculty with some degree of international engagement had positive attitudes toward study abroad. However, these faculty were not necessarily knowledgeable about the study abroad opportunities available to their students, nor did they encourage students to study abroad more so than did faculty with less international experiences (Woodruff, 2009). The inconclusive findings of prior research in this area suggest the need for further study regarding the influence of faculty international experience on their study abroad involvement.

### **Purpose and Objectives**

The primary purpose of this descriptive and comparative study was to better understand agriculture teaching faculty involvement in study abroad. Specifically, this study was purposed to (a) describe agriculture teaching faculty on their study abroad involvement, perceptions, and knowledge and (b) examine the influence of select personal, professional, and institutional factors on agriculture teaching faculty study abroad involvement, perceptions, and knowledge. The following research objectives guided this study:

1. Describe agriculture teaching faculty in terms of their (a) involvement in study abroad, (b) agreement with the knowledge, skills, and abilities (KSAs) students gain as outcomes of study abroad, (c) perceived importance of KSA outcomes for professionals in their field, (d) awareness of study abroad opportunities and associated elements, (e) perceived priority placed on study abroad at the institutional, college, departmental and collegial levels, and (f) prior international experience (PIE).
2. Compare select characteristics of agriculture teaching faculty by institutional affiliation.
3. Compare select characteristics of agriculture teaching faculty by tenure status.

4. Compare select characteristics of agriculture teaching faculty by professional rank.
5. Compare select characteristics of agriculture teaching faculty by gender.
6. Compare select characteristics of agriculture teaching faculty by ethnicity.

## **Methodology**

### **Population and Sample**

The population for this study consisted of all faculty employed in the colleges of agriculture at Louisiana State University (LSU;  $N = 173$ ) and the University of Florida (UF;  $N = 388$ ) who held a formal teaching appointment at the time the study was conducted (combined  $N = 561$ ). Responses were collected from 246 of the 561 faculty for a 44 percent response rate. Frame error regarding faculty teaching appointment was discovered during analysis. A total of 50 faculty did not meet the *a priori* criteria of holding a formal teaching appointment and were removed from the study. Additionally, one faculty member opted out and 12 faculty were removed due to incomplete responses, which yielded a revised sample of 498. Useable responses were collected from 184 faculty for a 37 percent response rate.

As suggested in prior research, faculty involvement in and perceptions of study abroad may be shaped by the mission, priorities, and overall climate of the institution at which they are employed (ACE, 2012; Bond et al., 2003; Dewey & Duff, 2009; Schwietz, 2006). As such, the two 1862 land-grant institutions were purposively selected to gain a better understanding of the impact of institutional factors of faculty involvement in study abroad. Both universities have established goals pertaining to study abroad, as well as have on-campus offices dedicated to international programs for outbound students and incoming international students. However, the institutions differ in terms of strategic plan implementation and student study abroad rates (IIE, 2016a). Both universities have established goals pertaining to study abroad, as well as have on-campus offices dedicated to international programs for outbound students and incoming international students. However, unique to UF compared to LSU is the adoption of internationalizing higher education as the primary focus of UF's current Quality Enhancement Plan (QEP). Additionally, UF is among the top ten U.S. institutions in study abroad participation rates (IIE, 2016a). As such, the two universities provided a means of examining the influence of institutional mission and priorities on faculty involvement in study abroad.

Faculty in this study were employed in the colleges of agriculture at LSU ( $f = 54$ ; 29%) and UF ( $f = 130$ ; 71%). Regarding professional status, more faculty held the rank of full professor ( $f = 74$ ; 40%) and the majority were tenured ( $f = 109$ ; 59%). Additionally, slightly more faculty were males ( $f = 103$ ; 56%), and the majority were White, Non-Hispanic ( $f = 149$ ; 81%; see Table 1).

Table 1

*Demographic Characteristics of Agriculture Teaching Faculty (N = 184)*

Variable	<i>f</i>	%
Professional Rank <sup>a</sup>		
Full Professor	74	40.2
Assistant Professor	44	23.9
Associate Professor	36	19.6
Instructor	24	13.0
Ethnicity <sup>b</sup>		
White, Non-Hispanic	149	81.0
Asian	11	6.0
Hispanic	6	3.3
Other	5	2.7
Black or African American	4	2.2
Multiracial	1	.50

<sup>a</sup> Responses missing from 6 participants

<sup>b</sup> Responses missing from 8 participants

**Data Collection**

A listserv of agriculture teaching faculty from LSU and UF was obtained from college administrators and used to distribute an online questionnaire to faculty via Qualtrics email service. The email to faculty included a description of the purpose of the study, consent protocol, and a link to the Qualtrics questionnaire. A modified approach to Dillman, Smyth and Christians (2009) Tailored Design Method was used to collect responses from faculty at both universities. A second request for participation was sent to faculty who had not yet responded one week following the initial contact. A third reminder and request for participation was sent one week following the second reminder. Due to low response rate, a fourth, and final, reminder was sent two weeks following the third email.

**Instrumentation**

An original instrument was developed by the researcher to assess agriculture teaching faculty involvement in and perceptions of study abroad for students. To ensure content validity, an extensive review of the literature was conducted to identify (a) activities associated with study abroad programs in which faculty can be or are involved; (b) the knowledge, skills and abilities

(KSAs) most frequently identified as being outcomes of study abroad programs; and (c) institutional and individual-level factors found to influence agriculture faculty involvement in and perceptions of study abroad programs; as well as (d) factors that influence agriculture faculty involvement and perceptions of other components of internationalizing higher education that may be transferrable to study abroad. The developed questionnaire was then reviewed for content validity by panel of faculty and face validity by one graduate student with collective proficiencies in study abroad program development and instrument development. The panel deemed the instrument acceptable. Lastly, *post hoc* reliability estimates were calculated using Cronbach's alpha.

Seven sections of the survey instrument were used for data analysis in this study. The first section of the instrument was designed to assess the active involvement of agriculture teaching faculty in activities associated with increasing student participation in study abroad programs. Faculty participants were asked to indicate by checking all that apply which of the 12 activities they have conducted. Examples of the activities listed include *I have encouraged students I teach/advise to study abroad*, *I have used time in class to inform students I teach of study abroad opportunities in the College of Agriculture*, and *I have helped design a study abroad program for students*. Responses were coded (0 = item not selected; 1 = item selected), and a composite score was computed.

The second section of the instrument was designed to measure agriculture teaching faculty perceptions of the KSAs students develop as a result of studying abroad. Selected items were identified through the review of literature as the KSAs most frequently reported as student outcomes of study abroad. Exploratory factor analysis revealed the KSA Outcome Agreement construct comprised seven items. Faculty were asked to indicate their agreement with statements such as *studying abroad increases students' acceptance of other cultures* and *studying abroad increases students' knowledge of global issues*. Responses were collected using a 6-point Likert-type scale (1 = *disagree strongly*, 2 = *disagree*, 3 = *disagree slightly*, 4 = *agree slightly*, 5 = *agree*, 6 = *agree strongly*). Real limits were set to interpret responses (1.00 to 1.50 = *disagree strongly*; 1.51 to 2.50 = *disagree*; 2.51 to 3.50 = *disagree slightly*; 3.51 to 4.50 = *agree slightly*; 4.51 to 5.50 = *agree*; = 5.51 to 6.00 = *agree strongly*). A mean was calculated to represent faculty agreement with KSAs as outcomes of study abroad. The internal consistency reliability for this scale was  $\alpha = .92$ .

The third section of the instrument was designed to measure agriculture teaching faculty perceptions of the importance of select KSAs for professionals in their field. Items in this construct were intended to mirror the items in the KSA Agreement construct. Exploratory factor analysis revealed the KSA Outcome Importance construct comprised 10 items. Faculty were asked to indicate their agreement with statements such as *being accepting of other cultures is important for professionals in my field* and *having knowledge of global issues is important for professionals in my field*. Responses were collected using a 6-point Likert-type scale (1 = *disagree strongly*, 2 = *disagree*, 3 = *disagree slightly*, 4 = *agree slightly*, 5 = *agree*, 6 = *agree strongly*). Real limits were set to interpret responses (1.00 to 1.50 = *disagree strongly*; 1.51 to 2.50 = *disagree*; 2.51 to 3.50 = *disagree slightly*; 3.51 to 4.50 = *agree slightly*; 4.51 to 5.50 = *agree*; = 5.51 to 6.00 = *agree strongly*). A mean was calculated to represent agriculture teaching faculty perceptions of KSA importance. The internal consistency reliability for this scale was  $\alpha = .94$ .

The fourth section of the instrument was designed to assess agriculture teaching faculty knowledge and awareness of study abroad programs and associated policies and procedures. Items in this construct were identified in the literature as areas in which faculty need to be aware to facilitate the student participation in study abroad programs. Exploratory factor analysis resulted in



the inclusion of 5 items in the Study Abroad Awareness construct. Faculty were asked to indicate their agreement with statements such as *I am aware of study abroad opportunities for my students* and *I am familiar with the office of international programs at my university degree plan at home*. Responses were collected using a 6-point Likert-type scale (1 = *disagree strongly*, 2 = *disagree*, 3 = *disagree slightly*, 4 = *agree slightly*, 5 = *agree*, 6 = *agree strongly*). Real limits were set to interpret responses (1.00 to 1.50 = *disagree strongly*; 1.51 to 2.50 = *disagree*; 2.51 to 3.50 = *disagree slightly*; 3.51 to 4.50 = *agree slightly*; 4.51 to 5.50 = *agree*; 5.51 to 6.00 = *agree strongly*). A mean was calculated to represent agriculture teaching faculty awareness of study abroad programs. The internal consistency reliability for this scale was  $\alpha = .87$ .

The fifth section of the instrument was developed to measure agriculture teaching faculty perception of the priority given to increasing student participation in study abroad programs. Items included in the construct were intended to measure faculty perceptions of study abroad priority at the institutional, college, departmental, and individual levels. Exploratory factor analysis resulted in the inclusion of five items in the Study Abroad Priority construct. Faculty were asked to indicate their agreement with statements such as *increasing student participation in study abroad is an institutional priority at my university* and *increasing student participation in study abroad is a priority among faculty in my department*. Responses were collected using a 6-point Likert-type scale (1 = *disagree strongly*, 2 = *disagree*, 3 = *disagree slightly*, 4 = *agree slightly*, 5 = *agree*, 6 = *agree strongly*). Real limits were set to interpret responses (1.00 to 1.50 = *disagree strongly*; 1.51 to 2.50 = *disagree*; 2.51 to 3.50 = *disagree slightly*; 3.51 to 4.50 = *agree slightly*; 4.51 to 5.50 = *agree*; 5.51 to 6.00 = *agree strongly*). A mean was calculated to represent agriculture teaching faculty perceptions of study abroad priority. The internal consistency reliability for this scale was  $\alpha = .89$ .

The sixth section of the instrument was designed to assess the prior international experience (PIE) of agriculture teaching faculty. To measure PIE, a summated score was computed. Faculty participants were asked to indicate by checking all that apply which of the 13 experiences they had acquired. Examples of the activities listed include *I have participated in international activities on campus*, *I have worked in a country other than the U.S.*, and *I have participated in a study abroad program for faculty*. Responses were coded (1 = item selected, 0 = item not selected), and a composite score was computed.

Lastly, six demographic items were used to describe the population including institution and examine if differences existed in faculty perceptions based on these demographic factors. The demographic characteristics included academic discipline, professional rank, tenure status, ethnicity, and gender.

### **Data Analysis**

Data were analyzed using the SPSS24 software package. Data analysis for research objective one consisted of calculative descriptive statistics (e.g. means, standard deviations, frequencies, and percentages). Research questions two through six were analyzed by employing a one-way ANOVA. Multiple ANOVAs were selected for analysis for objectives two through six as this research study was exploratory in nature, and the research questions of this study were intended to explore individual outcome variables (Field, 2013; Huberty & Morris, 1989). A statistical significance level of .05 was established *a priori* for all statistical tests employed. Prior to employing a one-way ANOVA, Levene's test was utilized to ensure the assumption of equality of error variances was not violated. Robust tests of equality of means included Welch's statistic for tests that failed the assumption of homogeneity of variance. Multiple comparisons employed

included Tukey's HSD when variances were equal and Games-Howell for unequal variances (Field 2013).

## **Findings**

### **Objective 1: Describe Agriculture Faculty**

Objective one sought to describe agriculture teaching faculty on the following characteristics: (a) involvement in study abroad; (b) agreement with KSAs students gain as outcomes of studying abroad; (c) perceived importance of KSA outcomes for professionals in their field; (d) awareness of study abroad opportunities and associated elements; (e) perceptions of the priority placed on study abroad at the institutional, college, departmental, and collegial levels; and (f) prior international experience (PIE).

**Involvement in study abroad.** The first section of objective one was concerned with agriculture teaching faculty involvement in study abroad. A composite score was computed for overall involvement in study abroad, and frequencies and percentages were reported for individual involvement items (see Table 2). The overall mean of the summated scores for involvement was 4.60 ( $SD = 3.17$ ). The involvement items reported by the highest number of faculty participants were *I have encouraged student I teach to study abroad* ( $f = 128$ ; 69.6%), followed by *I have encouraged students I advise to study abroad* ( $f = 115$ ; 62.5%). The involvement items reported by the fewest faculty were *I have met with students I advise to assist them with allocating scholarships/other sources of funding for studying abroad* ( $f = 28$ ; 15.2), followed by *I have invited someone from the international programs office to guest speak in one or more of my classes* ( $f = 23$ ; 12.5%, see Table 2).

Table 2

*Agriculture Teaching Faculty Involvement in Study Abroad (N = 184)*

Variable	<i>f</i>	%
I have encouraged students I teach to study abroad	128	69.6
I have encouraged students I advise to study abroad	115	62.5
I have used time in class to inform students I teach of study abroad opportunities in the College of Agriculture	82	44.6
I have met with students I advise to assist them with the academic planning associated with studying abroad	62	33.7
I have helped design a study abroad program for students	52	28.3
I have used time in class to inform students I teach of scholarships/other sources of funding for studying abroad	47	25.5
I have personally led a study abroad program for students	43	23.4
I have helped connect students I advise with a study abroad coordinator (or other personnel) from the international programs office on campus	40	21.7
I have used time in class to inform students I teach of upcoming study abroad fairs	40	21.7
I have invited students who have studied abroad previously to guest speak in one or more of my classes	30	16.3
I have met with students I advise to assist them with allocating scholarships/other sources of funding for studying abroad	28	15.2
I have invited someone from the office of international programs to guest speak in one or more of my classes	23	12.5

*Note:* Percentages do not total 100% as a result of multiple selection format.

Involvement Summated Score Mean = 4.60, *SD* = 3.17

**Agreement with KSAs as outcomes of study abroad.** This section of objective one was concerned with agriculture teaching faculty agreement with select KSAs as being outcomes of studying abroad. The overall mean of the KSA outcome agreement construct was 4.94 (*N* = 183; *SD* = .80). All KSA outcome agreement items fell within the limits of *Agree*, with the highest agreement reported for *studying abroad better prepares students for international careers* (*M* = 5.19; *SD* = .89), followed by *studying abroad increases students' knowledge of global issues* (*M* = 5.14; *SD* = .89). The KSA outcome item with the lowest agreement from faculty was *studying abroad increases students' ability to think critically to solve problems in diverse settings* (*M* = 4.56; *SD* = 1.10).

**Importance of KSA outcomes.** Regarding faculty agreement with the importance of KSA outcomes of studying abroad, the overall mean of the KSA outcome importance construct was 5.17 ( $N = 180$ ;  $SD = .76$ ). Responses were missing from three faculty participants. The highest rated KSA outcome importance item was *thinking critically to solve problems in diverse setting is important for professionals in my field* ( $M = 5.57$ ;  $SD = .64$ ), which fell within the limits of *Agree strongly*. All remaining KSA outcome importance items fell within the limits of *Agree*. The items with the lowest agreement were *developing international networks is important for professionals in my field* ( $M = 4.92$ ;  $SD = 1.04$ ), followed by *being able to compete in the global job market is important for professionals in my field* ( $M = 4.82$ ;  $SD = 1.08$ ).

**Study abroad awareness.** The overall mean of the study abroad awareness construct was 3.93 ( $N = 179$ ;  $SD = 1.13$ ). The highest rated awareness items were *I am aware of study abroad opportunities relevant to my students* ( $M = 4.41$ ;  $SD = 1.26$ ), followed by *I am familiar with the office of international programs at my university* ( $M = 4.39$ ;  $SD = 1.35$ ). The mean scores for these items were within the limits of *Agree slightly*. The lowest rated awareness item was *I am familiar with the process of transferring study abroad credits to students' degree plan at their home university* ( $M = 3.28$ ;  $SD = 1.45$ ), which fell within the limits of *Disagree slightly*.

**Study abroad priority.** The overall mean of the study abroad priority construct was 3.93 ( $N = 178$ ;  $SD = 1.06$ ), and the mean scores of all items fell within the limits of *Agree slightly*. Faculty reported highest agreement for the study abroad priority items *increasing student participation in study is an institutional priority of my university* ( $M = 4.37$ ;  $SD = 1.15$ ), followed by *increasing student participation in study abroad is a priority of the College of Agriculture (and Life Sciences) at my university* ( $M = 4.34$ ;  $SD = 1.20$ ). The study abroad priority item for which faculty reported the lowest agreement was *increasing student participation in study abroad is a priority among faculty in my department* ( $M = 3.58$ ;  $SD = 1.25$ ).

**Prior international experience.** The final segment of objective one was concerned with the prior international experience (PIE) of agriculture teaching faculty. The summated scores for PIE ranged from 1 to 12, with an overall mean score of 6.88 ( $SD = 2.59$ , see Table 3). The international experiences reported by the highest number of agriculture teaching faculty were *I have interacted with international students, international faculty members, and/or visiting scholars at my university* ( $f = 165$ ; 89.7%); followed by *I have colleagues from a country other than the United States* ( $f = 163$ ; 88.6%). The international experiences reported by the fewest number of faculty were (a) *I have led a study abroad program for students* ( $f = 45$ ; 24.5%), (b) *I was born in a country other than the United States* ( $f = 42$ ; 22.8%), and the least reported (c) *I have participated in a study abroad program for faculty* ( $f = 26$ ; 14.1%, see Table 3).

Table 3

*Agriculture Teaching Faculty Prior International Experience (N = 184)*

Variable	<i>f</i>	%
I have interacted with international students, international faculty members, and/or visiting international scholars at my university	165	89.7
I have colleagues from a country other than the United States	163	88.6
I have attended an international conference (includes those located in the United States)	162	88.0
I have been involved in international collaborative research	126	68.5
I lived a country other than the United States for a period of one month or more	101	54.9
I have participated in international activities on campus	90	48.9
I have worked in a country other than the United States	86	46.7
I have traveled abroad with students	84	45.7
I have taught a course on campus with an international focus	61	33.2
I have taught at a university in a country other than the United states	59	32.1
I have led a study abroad program for students	45	24.5
I was born in a country other than the United States	42	22.8
I have participated in a study abroad program for faculty	26	14.1

*Note:* Percentages do not total 100% due to multiple selection format of items.

**Objective 2: Comparison of Agriculture Teaching Faculty by Institutional Affiliation**

A one-way ANOVA was employed for objective two to compare agriculture teaching faculty by institutional affiliation on their involvement in study abroad, agreement with KSAs as outcomes of study abroad, perceived importance of KSA outcomes, study abroad awareness, perceived priority of study abroad, and PIE. To ensure the assumption of equality of error variances was not violated, Levene’s test was employed prior to the one-way ANOVA. Levene’s statistic was significant only for Study Abroad Priority ( $p = .03$ ). The only significant difference observed between institutional groups was PIE, for which the ANOVA yielded  $F(1, 174) = 4.94; p = .028$ ;

$\eta^2 = .028$  (see Table 4). The mean score for PIE was greater for UF faculty ( $M = 7.15$ ;  $SD = 2.51$ ) than for LSU faculty ( $M = 6.21$ ;  $SD = 2.69$ ).

Table 4

*ANOVA Summary Table of Agriculture Teaching Faculty PIE by Institutional Affiliation*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
PIE					
Between Groups	32.49	1	32.49	4.94	.028
Within Groups	1144.76	174	6.58		
Total	1177.25	175			

**Objective 3: Comparison of Agriculture Teaching Faculty by Tenure Status**

A one-way ANOVA was employed for objective three to compare agriculture teaching faculty by tenure status on their involvement in study abroad, agreement with KSAs as outcomes of study abroad, perceived importance of KSA outcomes, study abroad awareness, perceived priority of study abroad, and PIE. Levene’s test was utilized to ensure the assumption of equality of error variances was not violated. Levene’s statistic was not significant, therefore, equality of error variance was assumed. The only significant difference observed between groups was PIE, for which the ANOVA yielded  $F(1, 174) = 4.85$ ;  $p = .029$ ;  $\eta^2 = .027$  (see Table 5). The mean score for PIE was greater for tenured faculty ( $M = 7.21$ ;  $SD = 2.59$ ) than for untenured faculty ( $M = 6.34$ ;  $SD = 2.52$ ).

Table 5

*ANOVA Summary Table of Agriculture Teaching Faculty PIE by Tenure Status*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
PIE					
Between Groups	31.93	1	31.93	4.85	.029
Within Groups	1145.32	174	6.58		
Total	1177.25	175			

**Objective 4: Comparison of Agriculture Teaching Faculty by Professional Rank**

One-way ANOVA was employed for objective four to compare agriculture teaching faculty by professional rank (instructor, assistant professor, associate professor, full professor) on their involvement in study abroad, agreement with KSAs as outcomes of study abroad, perceived importance of KSA outcomes, study abroad awareness, perceived priority of study abroad, and PIE. Levene’s test was utilized to ensure the assumption of equality of error variances was not violated. Levene’s statistic was not significant, therefore equality of error variance was assumed.

The only significant difference observed between groups was PIE, for which the ANOVA yielded  $F(3, 171) = 2.71; p = .047; \eta^2 = .045$  (see Table 6). Multiple comparisons for PIE were used to identify differences among faculty with the professional rank of instructor ( $M = 5.54; SD = 2.25$ ), assistant professor ( $M = 6.90; SD = 2.51$ ), associate professor ( $M = 7.14; SD = 2.61$ ), and full professor ( $M = 7.20; SD = 2.59$ ). The results of the multiple comparisons of PIE revealed significant differences between instructors and full professors. Full professors held the highest mean score for PIE, while instructors held the lowest mean score.

Table 6

*ANOVA Summary Table of Agriculture Teaching Faculty PIE by Professional Rank*

Source	SS	df	MS	F	p
PIE					
Between Groups	53.12	3	17.71	2.71	.047
Within Groups	1115.82	171	6.53		
Total	1168.94	174			

**Objective 5: Comparison of Agriculture Teaching Faculty by Gender**

One-way ANOVA was employed for objective five to compare agriculture teaching faculty by gender on their involvement in study abroad, agreement with KSAs as outcomes of study abroad, perceived importance of KSA outcomes, study abroad awareness, perceived priority of study abroad, and PIE. Significant differences were observed only for KSA Importance (see Table 7). Levene’s test was employed prior to the one-way ANOVA to ensure the assumption of equality of error variances was not violated and was significant for KSA Importance ( $p = .001$ ). Therefore, Welch’s F statistic was reported for KSA Importance,  $F(1, 174) = 6.87; p = .010$  (see Table 7). Female faculty ( $M = 5.34; SD = .56$ ) perceived greater importance of KSA outcomes associated with study abroad than did male professors ( $M = 5.07; SD = .84$ ).

Table 7

*ANOVA Summary Table of Agriculture Teaching Faculty Perceived KSA Importance by Gender*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
KSA Importance					
Between Groups	3.28	1	3.28	6.87*	.010
Within Groups	94.63	174	.541		
Total	97.91	175			

\*Welch's *F* reported

**Objective 6: Comparison of Agriculture Teaching Faculty by Ethnicity**

A one-way ANOVA was employed to determine if differences existed in agriculture teaching faculty involvement in study abroad, KSA agreement, KSA importance, study abroad awareness, study abroad priority, and PIE based on ethnicity. No significant differences were found between groups.

**Conclusions, Discussion, and Recommendations**

Agriculture teaching faculty in this study were minimally involved overall in study abroad activities. The activities in which more faculty were involved included means of encouragement. Two thirds of faculty reported having encouraged students they teach to study abroad, and slightly less than two thirds had encouraged students they advise to study abroad. As faculty encouragement has been identified in prior studies as a positive influence on student participation in study abroad (O' Hara, 2009; Paus & Robinson, 2008), future research should examine why agriculture faculty do or do not encourage students they teach and/or advise to study abroad. Specifically, this line of research should examine faculty motivations for encouraging students to study abroad. Do faculty personal beliefs toward study abroad motivate them to encourage students, or is encouragement a more frequent activity among agriculture faculty merely because it requires less time and financial investment than other forms of involvement? That being said, a follow up study to examine why one third of the agriculture teaching faculty in this study had never encouraged students to study abroad is warranted. Considering the vague nature of the statement, "I have encouraged students to study abroad," the follow up study should also include qualitative inquiry with faculty who have encouraged students to study abroad to better identify how and to what extent these faculty encouraged their students. An approach of this nature may provide more insight than offered by the findings of the present study.

Less than half of the faculty in this study had been involved in any of the other activities associated with study abroad. The activities conducted by fewest faculty were assisting students with allocating funding for studying abroad and having invited someone from the office of international programs to guest speak in their class(es). Faculty involvement regarding inviting a guest speaker from the office of international programs was contradictory to faculty responses regarding their awareness of study abroad, as faculty reported agreement with being familiar with the office of international programs on campus. As faculty can help facilitate student participation



in study abroad by connecting students to the office of international programs (Lukosius & Festervand, 2013), future research should examine factors other than awareness that may influence this form of involvement by faculty. However, it should be noted that inviting personnel from the office of international programs to guest speak in class has not been identified in the literature as a best or only method for faculty to use to help connect students to the office of international programs. As such, it could be beneficial to explore ways for faculty to connect students to the office of international programs other than inviting personnel from international programs to guest speak in their class(es). Lower faculty involvement in assisting students with allocating funding was less surprising. The study abroad elements with which faculty were least aware were (a) scholarships or other sources of funding for students to study abroad and (b) the process of transferring study abroad credits to students' degree plan at home. Faculty awareness and involvement with assisting students in allocating funding for study abroad is consistent with prior research (Bond et al., 2003; Doyle et al., 2010) and warrants further examination.

Regarding faculty attitudes and beliefs toward the KSA outcomes of study abroad, faculty agreed studying abroad produces KSA outcomes among students and agreed strongly that these KSA outcomes were important for professionals in their field. Comparison of these findings suggest faculty perceived the outcomes associated with study abroad as important, but remained slightly less convinced that studying abroad actually produces these outcomes. For example, the ability to think critically in diverse settings was perceived by faculty as the most important KSA for professionals in their field. However, when asked about the outcomes of studying abroad, faculty agreed least with the statement that studying abroad increases students' ability to think critically to solve problems in diverse settings. The same, yet inverse effect, was observed regarding the ability to compete in the global job market; faculty agreed most with the statement that studying abroad better prepares students for global careers, yet perceived the ability to compete in the global job market as the least important KSA for professionals in their field. These findings suggest that the nationally recognized need to produce globally cognizant agricultural professionals (Roberts, Harder, & Brashears, 2016; Stripling & Ricketts, 2016) has not been adopted by all agriculture faculty, and/or agriculture faculty do not perceive study abroad as the ideal means of producing such students. Recommendations for future research include (a) further examination of faculty perceptions of the benefits of study abroad for students, including why some faculty do not believe the study abroad outcomes reported frequently in prior research actually occur; and (b) further examination of faculty perceptions regarding the implications of globalization for professionals in agriculture.

Priorities regarding study abroad may also differ across campuses. Agriculture teaching faculty in this study agreed that increasing student participation in study abroad was an institutional priority of their university, as well as a priority in their college. However, as consistent with prior research (Bond et al., Paus & Robinson, 2008; Schweitz, 2006) faculty reported slightly less agreement regarding the priority of increasing student participation in study abroad among administrators in their department. More so, faculty agreed least with increasing student participation in study abroad as a priority among fellow colleagues within their department.

Based on the descriptive findings of this study, recommendations for future practice include better overall communication about study abroad. From the administrative level, increased communication is needed regarding the institutional and departmental priority placed on increasing student participation in study abroad. Additionally, departmental administrators should encourage faculty to assist with the study abroad recruitment process by informing their students of upcoming study abroad programs via flyers, the course website, verbal communication in class, or inviting lead faculty to guest speak in class. From the collegial level, increased communication is needed regarding the current study abroad programs available to agriculture students. As such, future

efforts should be directed toward faculty professional development and training relevant to study abroad. These professional development/training seminars should involve faculty leaders of study abroad programs and allow them to share information about their program. As some faculty at LSU and UF were less convinced of the ability of study abroad programs to produce KSAs among students, faculty study abroad leaders should also share with their colleagues the benefits observed among their students as a result of participating in a study abroad program. Lastly, it could be beneficial to have student participants of a program share their experiences with faculty, students, and staff in the department using a seminar or group presentation format.

Analysis of variance revealed significant differences between LSU and UF faculty regarding prior international experiences (PIE). However, no significant differences were observed for study abroad involvement, KSA agreement, KSA importance, study abroad awareness, and study abroad priority. This finding was surprising as it is inconsistent with the widely accepted postulation that institutional differences account for difference in faculty involvement in study abroad and other elements of internationalization (ACE, 2012; Dewey & Duff, 2009; Schwietz, 2006). However, as departmental differences have also been postulated as being largely influential in faculty involvement in study abroad (Bond et al., 2003; Childress, 2007; Green & Olsen, 2003), the findings of this study provoke consideration of departmental differences as carrying more weight than institutional differences. Differences in faculty involvement and perceptions of study abroad based on academic department were not reported in this study due to a limitation of the survey instrument format. As such, this study should be replicated to include academic department as a factor.

Differences based on tenure status were observed only for PIE. Tenured faculty had more international experience than untenured faculty. Similarly, PIE was the only significant difference observed between faculty based on professional rank, specifically regarding differences between instructors and full professors. Full professors had more international experience than instructors. The only other significant difference observed in this study was the importance of KSA outcomes based on gender. Female faculty agreed with more KSA outcomes as being important for professionals in their field than did male faculty. While differences in PIE by tenure status and professional rank is consistent with prior research, the lack of differences observed for any other factor is not. While tenure and promotion has been cited widely as a barrier to new faculty involvement in international activities (ACE, 2012; Andreasen, 2003; Bendelier & Zawacki-Richter, 2015; Dewey & Duff, 2009; Ellingboe, 1998; Estes et al., 2016; Green & Olsen, 2003), few existing studies were conducted with agriculture faculty. As such, it is recommended this study be replicated with a larger population of agriculture faculty to better determine the influence of tenure and promotion on agriculture faculty involvement in and perceptions of study abroad.

Finally, future research is needed to better assess the conceptual model utilized in this study, as well as to identify additional factors not currently included in the model. Due to the limitations of the small population of this study, as well as the unequal population of LSU and UF faculty, this study should be replicated with faculty employed at other institutions to better describe the influence of institutional dimension factors on faculty involvement in study abroad. Regarding professional dimension factors, future research is needed to compare faculty study abroad involvement and perceptions by academic department. Moreover, the findings of this study warrant further examination of the influence of tenure and professional rank on agriculture faculty involvement in study abroad. As the findings of this study provided support for the inclusion of the personal dimension factors in the conceptual model, a recommended next step in this line of research is to examine the structural relationship between the personal dimension factors of the model.

## References

- American Council on Education (ACE). (2012). *Mapping internationalization on U.S. campuses: 2012 edition*. Washington, DC: American Council on Education. Retrieved from <http://www.acenet.edu/news-room/Documents/Mapping-Internationalizationon-US-Campuses-2012-full.pdf>
- Anderson, P. H., Lawton, L., Rexeisen, R. J., Hubbard, A. C. (2006). Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*, 30(2006), 457–469. doi:10.1016/j.ijintrel.2005.10.004
- Andreasen, R. J. (2003). Barriers to international involvement. *Journal of International Agricultural and Extension Education*, 10(3), 65–69. doi:10.5191/jiaee.10308
- Bedenlier, S., & Zawacki-Richter, O. (2015). Internationalization of higher education and the impacts on academic faculty members. *Research in Comparative and International Education*, 10(2), 185–201. doi:10.1177/1745499915571707
- Bond, S. L., Qian, J., & Huang, J. (2003). The role of faculty in internationalizing the undergraduate curriculum and classroom experience. *Canadian Bureau for International Education*, 8, 1–20. Retrieved from <http://files.eric.ed.gov/fulltext/ED549872.pdf>
- Briers, G. E., Shinn, G. C., & Nguyen, A. N. (2010). Through students' eyes: Perceptions and aspirations of college of agriculture and life science students regarding international education experiences. *Journal of International Agricultural and Extension Education*, (17)2, 5–20. doi:10.5191.jiaee.2010.17201
- Bunch, J. C., Blackburn, J. J., Danjean, S. E., Stair, K. E., & Blanchard, L. D. (2015). Examining Louisiana State University College of Agriculture students' perceived motivators and barriers to participation in international experiences. *Journal of International Agricultural and Extension Education*, 22(3), 69–82. doi:10.5191/jiaee.2015.22305.
- Chieffo, L., & Griffiths, L. (2004). Large-scale assessment of student attitudes after a short-term study abroad program. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 165–177. Retrieved from <https://eric.ed.gov/?id=EJ891455>
- Childress, L. K. (2007). *Faculty engagement in the internationalization of higher education institutions: A literature analysis*. Paper presented at the Educational Symposium for Research and Innovations, Washington, DC. Retrieved from [http://curn.edu.co/documents/\\_ori/taller/material/2-Childress\\_ESRI07.pdf](http://curn.edu.co/documents/_ori/taller/material/2-Childress_ESRI07.pdf)
- Clarke, I., Flaherty, T. B., Wright, N. D., & McMillen, R. M. (2009). Student intercultural proficiency from study abroad programs. *Journal of Marketing Education*, 31(2), 173–181. doi:10.1177/027347530935583
- Czerwionka, L., Artamonova, T., & Barbosa, M. (2015). Intercultural knowledge development: Evidence from student interviews during short-term study abroad. *International Journal of Intercultural Relations*, 49, 80–99. doi: 10.1016/j.ijintrel.2015.06.012

- Danjean, S. E., Bunch, J. C., & Blackburn, J. J. (2015). Examining the motivations and barriers influencing the decisions of Louisiana State University College of Agriculture freshmen to participate in international experiences. *Journal of International Agricultural and Extension Education*, 22(1), 49–62. doi:10.5191/jiaee.2015.22104.
- Dewey, P., & Duff, S. (2009). Reason before passion: Faculty views on internationalization in higher education. *Higher Education*, 58(4), 491–504. doi:10.1007/s10734-009-9207-z
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: John Wiley & Sons, Inc.
- Doyle, S., Gendall, P., Meyer, L. H., Hoek, J., Trait, C., McKenzie, L., & Loorparg, A. (2010). An investigation of factors associated with student participation in study abroad. *Journal of Studies in International Education*, 14(5), 471–490. doi:10.1177/1028315309336032
- Ellingboe, B. J. (1998). Divisional strategies to internationalize a campus portrait: Results, resistance, and recommendations from a case study at a U.S. university. In J. A. Mestenhauser & B. J. Ellingboe (Eds.), *Reforming the higher education curriculum: Internationalizing the campus* (pp. 198–228). Phoenix, AZ: The Oryx Press.
- Estes, S., Hansen, M., & Edgar, L. D. (2016). University student and faculty needs, barriers, and expectations of international efforts and opportunities: A closer look at one land-grant university's college of agriculture. *Journal of International Agricultural and Extension Education*, 23(1), 33–47. doi:10.5191/jiaee.2016.23103
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Thousand Oaks, CA: SAGE Publications Ltd.
- Finkelstein, M. J., Walker, E., & Chen, R. (2013). The American faculty in an age of globalization: Predictors of internationalization of research content and professional networks. *Higher Education*, 66(3), 325–340. doi:10.1007/s10734-012-9607-3
- Green, M. F., & Olsen, C. L. (2003). *Internationalizing the campus: A user's guide*. Washington DC: American Council on Education. Retrieved from <http://www.d.umn.edu/vcaa/intz/users%20guide.pdf>
- Huberty, C. J., & Morris, J. D. (1989). Multivariate analysis versus multiple univariate analyses. *Psychological Bulletin*, 105(2), 302–308. doi:10.1037/0033-2909.105.2.302
- Institute of International Education (IIE). (2016a). *Leading institutions by study abroad total 2014/15: IIE Open doors report on international educational exchange*. Retrieved from <http://www.iie.org/opendoors>
- Institute of International Education (IIE). (2016b). *Open doors report on international educational exchange*. Retrieved from <http://www.iie.org/opendoors>
- Kehl, K., & Morris, J. (2008). Differences in global-mindedness between short-term and semester-long study abroad participants at selected private universities. *The Interdisciplinary Journal of Study Abroad*, 15, 67–79. Retrieved from <http://files.eric.ed.gov/fulltext/EJ878383.pdf>

- Lukosius, V., & Festervand, T. A. (2013). Marketing study abroad programs: A student recruitment model. *American Journal of Business Education*, 6(5), 483–494. doi:10.19030/ajbe.v6i5.8038
- National Survey of Student Engagement (NSSE). (2008). *Promoting engagement for all students: The imperative to look within*. Bloomington, IN: Indiana University Center for Postsecondary Research. [http://nsse.indiana.edu/NSSE\\_2008\\_Results/docs/withhold/NSSE2008\\_Results\\_revised\\_11-14-2008.pdf](http://nsse.indiana.edu/NSSE_2008_Results/docs/withhold/NSSE2008_Results_revised_11-14-2008.pdf)
- O'Hara, S. (2009). *Vital and overlooked: The role of faculty in internationalizing U.S. campuses* (White Paper Issue No. 6). Retrieved from Institute of International Education website: <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Expanding-Study-Abroad-Capacity-at-US-Colleges-and-Universities#.V2xsEJPvVo>
- Paige, R. M. (2005). Internationalization of higher education: Performance assessment and indicators. *Nagoya Journal of Higher Education*, 5, 99–122. Retrieved from <http://www.cshe.nagoya-u.ac.jp/publications/journal/no5/08.pdf>
- Parsons, L. R. (2010). The effects of an internationalized university experience on domestic students in the United States and Australia. *Journal of Studies in International Education*, 14(4), 313–334. doi:10.1177/1028315309331390
- Paus, E., & Robinson, M. (2008). Increasing study abroad participation: The faculty makes the difference. *The Interdisciplinary Journal of Study Abroad*, 17, 33–49. Retrieved from <http://files.eric.ed.gov/fulltext/EJ899295.pdf>
- Roberts, T. G., Harder, A., & Brashears, M. T. (Eds.). (2016). *American Association for Agricultural Education national research agenda: 2016-2020*. Gainesville, FL: Department of Agricultural Education and Communication
- Rowan-Kenyon, H. T., & Niehaus, E. K. (2011). One year later: The influence of a short-term study abroad experiences on students. *Journal of Student Affairs Research and Practice*, 48(2), 213–228. doi: 10.2202/1949-6605.6213
- Schwietz, M. (2006). *Internationalization of the academic profession: An exploratory study of faculty attitudes, beliefs, and involvement at public universities in Pennsylvania* (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh, PA.
- Sjoberg, S. D., & Shabalina, O. I. (2010). More than a sight-seeing trip: Enhancing the value in short-term study abroad. *Business Education Innovation Journal*, 2(2), 46–58. Retrieved from [http://beijournal.com/images/BEIJ\\_V2N2\\_Dec2010text.pdf#page=46](http://beijournal.com/images/BEIJ_V2N2_Dec2010text.pdf#page=46)
- Stohl, M. (2007). We have met the enemy and he is us: The role of faculty in the internationalization of higher education in the coming decade. *Journal of Studies in International Education*, 11(3-4), 359–372. doi:10.1177/1028315307303923

- Stripling, C. T., & Ricketts, J. C. (2016). Research priority 3: Sufficient scientific and professional workforce that addresses the challenges of the 21st century. In T. G. Roberts, A. Harder, & M. T. Brashears (Eds.), *American Association for Agricultural Education national research agenda: 2016-2020* (pp. 29–35). Gainesville, FL: Department of Agricultural Education and Communication
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education, 46*(2), 153–183. doi:10.1007/s11162-004-1598-1
- Wade, A., & Demb, A. (2009). A conceptual model to explore faculty community engagement. *Michigan Journal of Community Service Learning, 15*(2), 5–16. Retrieved from <https://u.osu.edu/demb.1/files/2008/09/Wade-Demb-MJCLS-vz7pf0.pdf>
- Woodruff, G. A. (2009). *Internationalizing the curriculum and campus paper series*. Minneapolis, MN: University of Minnesota Office of International Programs. Retrieved from [https://global.umn.edu/icc/documents/woodruff\\_curriculum\\_integration.pdf](https://global.umn.edu/icc/documents/woodruff_curriculum_integration.pdf)