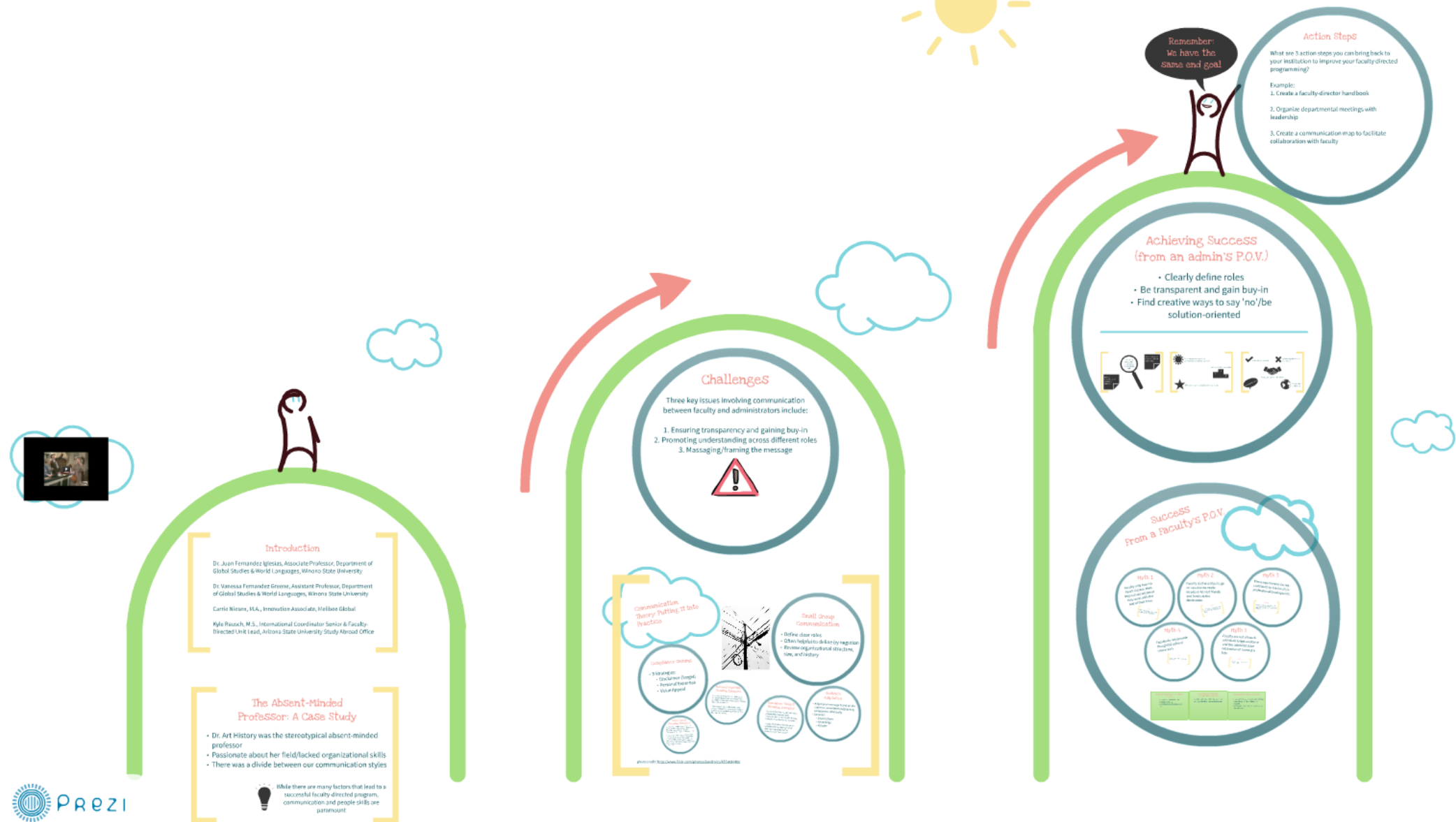


Speaking Their Language: Communicating Effectively With Faculty to Develop Meaningful Short-Term Programs





Introduction

Dr. Juan Fernandez Iglesias, Associate Professor, Department of Global Studies & World Languages, Winona State University

Dr. Vanessa Fernandez Greene, Assistant Professor, Department of Global Studies & World Languages, Winona State University

Carrie Niesen, M.A., Innovation Associate, Melibee Global

Kyle Rausch, M.S., International Coordinator Senior & Faculty-Directed Unit Lead, Arizona State University Study Abroad Office



Introduction

Dr. Juan Fernandez Iglesias, Associate Professor, Department of Global Studies & World Languages, Winona State University

Dr. Vanessa Fernandez Greene, Assistant Professor, Department of Global Studies & World Languages, Winona State University

Carrie Niesen, M.A., Innovation Associate, Melibee Global

Kyle Rausch, M.S., International Coordinator Senior & Faculty-Directed Unit Lead, Arizona State University Study Abroad Office



The Absent-Minded Professor: A Case Study

- Dr. Art History was the stereotypical absent-minded professor
- Passionate about her field/lacked organizational skills
- There was a divide between our communication styles



While there are many factors that lead to a successful faculty-directed program, communication and people skills are paramount



Challenges

Three key issues involving communication between faculty and administrators include:

1. Ensuring transparency and gaining buy-in
2. Promoting understanding across different roles
3. Massaging/framing the message



Communication
Theory: Putting It Into
Practice

Small Group
Communication

Challenges

Three key issues involving communication between faculty and administrators include:

1. Ensuring transparency and gaining buy-in
2. Promoting understanding across different roles
3. Messaging/framing the message



Communication Theory: Putting It Into Practice



Small Group Communication

- Define clear roles
- Often helpful to define by negation
- Review organizational structure, size, and history

Compliance Gaining

- 3 Strategies:
 - Disclaimer (Target)
 - Personal Expertise
 - Value Appeal

Personal Expertise Phrasing Examples

"During my extensive tenure at leading my faculty directed unit, we've developed sound procedures to effectively support you in leading your program abroad."

"After 7 years in successfully leading large groups of students, we have determined best practices in helping students develop critical thinking skills abroad."

Value Appeal Phrasing Examples

"In order for our students to be said change agents, they first need to get out in the world, and cultural excursions help immensely in understanding the what before instilling change."

"To maintain our status as the model for a New American University that values cultural vitality, it's imperative that we engage with the local communities in a socially conscious manner in Ecuador, and providing the financial means to do so is a necessary catalyst."

Disclaimer (Target) Phrasing Examples

"I can see that this is a pain with more paperwork to request health insurance, but it's vital to offer the best protection possible for our students."

"I understand that we no longer are working with our preferred travel agent and I apologize for the inconvenience it may cause."

Audience Adaptation

- Adjust your message based on the audience, sometimes large group, sometimes individually
- Consider:
 - Expectations
 - Knowledge
 - Attitude

photo credit: <http://www.flickr.com/photos/dendroica/6550094481>

Compliance Gaining

- 3 Strategies:
 - Disclaimer (Target)
 - Personal Expertise
 - Value Appeal

Personal
Phrases

"During my extensive
faculty directed
procedures to ensure
your program abides

"After 7 years in serving
groups of students
practices in helping

Disclaimer (Target) Phrasing Examples

“I can see that this is a pain with more paperwork to request health insurance, but it’s vital to offer the best protection possible for our students.”

“I understand that we no longer are working with our preferred travel agent and I apologize for the inconvenience it may cause.”

Compliance Gaining

- 3 Strategies:
 - Disclaimer (Target)
 - Personal Expertise
 - Value Appeal

Personal
Phrases

"During my extensive
faculty directed
procedures to ensure
your program abides

"After 7 years in serving
groups of students
practices in helping

Personal Expertise Phrasing Examples

“During my extensive tenure at leading my faculty directed unit, we’ve developed sound procedures to effectively support you in leading your program abroad.”

“After 7 years in successfully leading large groups of students, we have determined best practices in helping students develop critical thinking skills abroad.”

Compliance Gaining

- 3 Strategies:
 - Disclaimer (Target)
 - Personal Expertise
 - Value Appeal

Personal Expertise
Phrasing Expertise

“During my extensive tenure as a faculty directed unit, we’ve implemented procedures to effectively spread your program abroad.”

“After 7 years in successfully managing groups of students, we have developed practices in helping students...

Value Appeal Phrasing Examples

“In order for our students to be said change agents, they first need to get out in the world, and cultural excursions help immensely in understanding the what before instilling change.”

“To maintain our status as the model for a New American University that values cultural vitality, it’s imperative that we engage with the local communities in a socially conscious manner in Ecuador, and providing the financial means to do so is a necessary catalyst.”



Small Group Communication

- Define clear roles
- Often helpful to define by negation
- Review organizational structure, size, and history



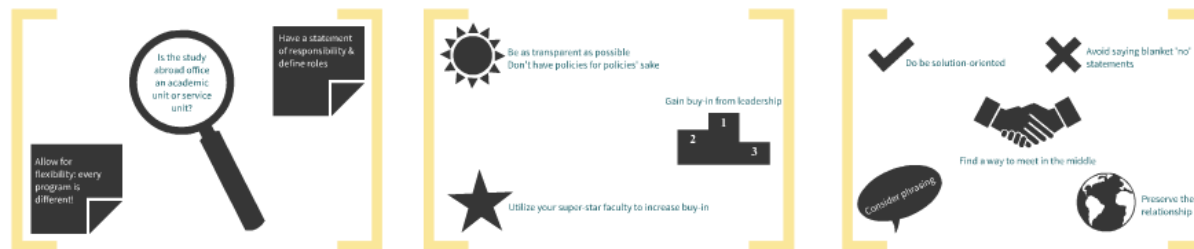
Audience Adaptation


- Adjust your message based on the audience, sometimes large group, sometimes individually
- Consider:
 - Expectations
 - Knowledge
 - Attitude

ore
best
s.”
e

Achieving Success (from an admin's P.O.V.)

- Clearly define roles
- Be transparent and gain buy-in
- Find creative ways to say 'no'/'be solution-oriented

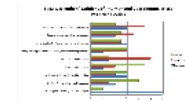




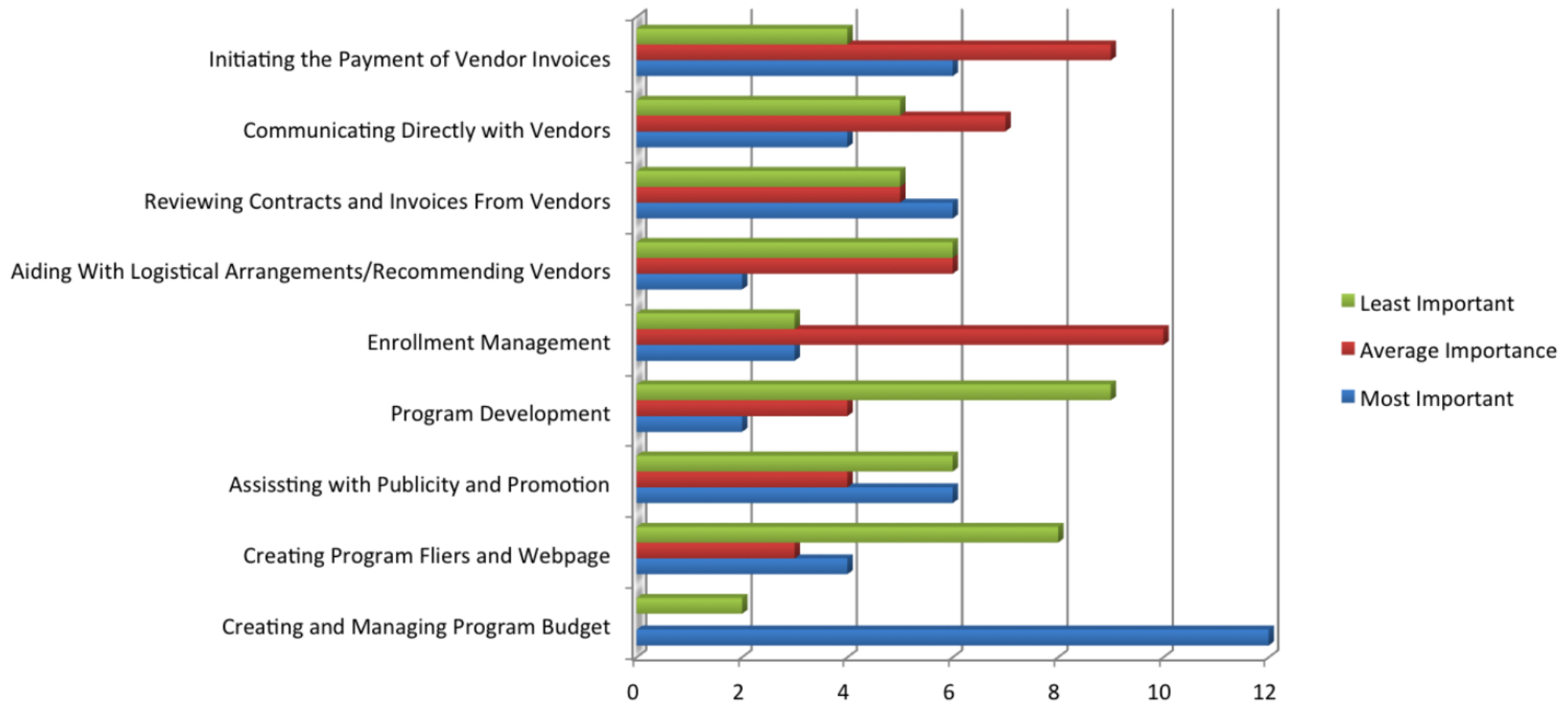
Is the study
abroad office
an academic
unit or service
unit?

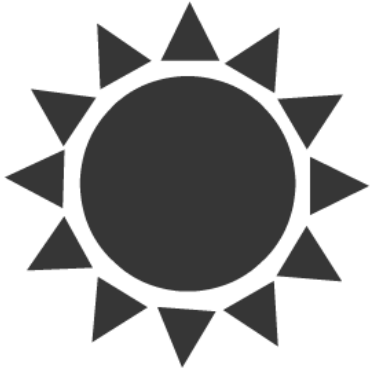
Have a statement
of responsibility &
define roles

Allow for
flexibility: every
program is
different!



Faculty Members' Opinions of International Coordinators' Most Important Duties





Be as transparent as possible
Don't have policies for policies' sake

Gain buy-in from leadership



Utilize your super-star faculty to increase buy-in



Do be solution-oriented



Avoid saying blanket 'no' statements



Find a way to meet in the middle



Preserve the relationship

Success From a Faculty's P.O.V.

Myth 1

Faculty only have to teach classes, then they can do whatever they want with the rest of their time.

Reality:
Faculty have many responsibilities outside of the classroom, including advising, committees, mentoring, service, research, and administrative duties.

Myth 2

Faculty do these trips to go on vacation to exotic locales or to visit friends and family at the destination.

Reality:
Faculty participate in travel to expand their teaching and research, to gain new perspectives, and to build relationships with colleagues and students.

Myth 3

These experiences do not contribute to the faculty's professional development.

Reality:
Programs can help faculty to develop new skills, gain new perspectives, and build relationships with colleagues and students.

Myth 4

Faculty do not provide thoughtful cultural interaction.

Reality:
Many faculty provide thoughtful cultural interaction through their teaching, research, and service.

Myth 5

Faculty are out of touch with their target audience and the administrative necessities of running a trip.

Reality:
Faculty are often very aware of their target audience and the administrative necessities of running a trip.

Ensuring Transparency & Taking Ownership

- Cultural and administrative training for faculty
- Understanding why policies are made

Promoting Understanding Across Different Roles

- Faculty need to be told up front, and in writing, what their responsibilities are

Relaxing/Reducing the Burden

- Clear and timely communication (timing is everything for the viability of a program)
- Don't make us feel like we need to be on the defensive

Myth 1

Faculty only have to teach classes, then they can do whatever they want with the rest of their time.

Reality...

Faculty have many responsibilities outside of the classroom, including advising, committees, community service, research, and administrative duties.



Reality...

Faculty have many responsibilities outside of the classroom, including advising, committees, community service, research, and administrative duties.

Myth 2

Faculty do these trips to go on vacation to exotic locales or to visit friends and family at the destination.

Reality...

Faculty's motivations are mostly academic. Organizing and executing a trip should not be confused with a vacation. In many cases, it actually involves separation from family.

Reality...

Faculty's motivations are mostly academic. Organizing and executing a trip should not be confused with a vacation. In many cases, it actually involves separation from family.

Myth 3

These experiences do not contribute to the faculty's professional development.

Reality...

Programs can support research interests, and for some faculty, there is administrative pressure to develop these types of programs for tenure and/or promotion.

Reality...

Programs can support research interests, and for some faculty, there is administrative pressure to develop these types of programs for tenure and/or promotion.

Myth 4

Faculty do not provide thoughtful cultural interaction.

Reality...

Many institutions do not offer training for faculty to develop this skill.

Reality...

Many institutions do not offer training for faculty to develop this skill.

Myth 5

Faculty are out of touch with their target audience and the administrative necessities of running a trip.

Reality...

Faculty should be coached on how their decisions may impact student interest.

Reality...

Faculty should be coached on how their decisions may impact student interest.

Ensuring Transparency & Gaining Buy-In

- Cultural and administrative training for faculty
- Understanding why policies are made

Promoting Understanding ACROSS Different Roles

- Faculty need to be told up front, and in writing, what their responsibilities are

MaSSaging/Framing the MeSSage

- Clear and timely communication (timing is everything for the viability of a program)
- Don't make us feel like we need to be on the defensive

Remember:
We have the
same end goal

Remember:
the
goal

Action Steps

What are 3 action steps you can bring back to your institution to improve your faculty directed programming?

Example:

1. Create a faculty-director handbook
2. Organize departmental meetings with leadership
3. Create a communication map to facilitate collaboration with faculty

**Speaking Their Language: Communicating Effectively with Faculty to
Develop Meaningful Short Term Programs**
NAFSA Region II Presentation: Bozeman, Montana
October 24, 2013

Resources

- Mind Tools: Working With People You Don't Like: Improving Bad Working Relationships
 - <http://www.mindtools.com/pages/article/bad-working-relationships.htm>
 - Includes six strategies in overcoming working with difficult people
- The Chronicle of Higher Education: Why Do They Hate Us? By Thomas H. Benton
 - <http://chronicle.com/article/Why-Do-They-Hate-Us-/124608>
 - Discusses the us-them dichotomy of possible reasons why nonacademics dislike professors
- International Educator: Preparing Faculty to Teach Abroad: Best Practices and Lessons Learned; by Janet Hulstrand
 - http://www.nafsa.org/File/ie_sepoct13_edabroad.pdf
 - A brief four-page summary from veteran administrators on how to best support faculty leading programs abroad
- The Chronicle of Higher Education: Faculty Are From Mars, Study Abroad Officers Are from Venus; by Mandy Reinig
 - <http://chronicle.com/blogs/worldwise/faculty-are-from-mars-study-abroad-officers-are-from-venus/29619>
 - Addresses the common misconceptions that faculty members hold about education abroad professionals throughout the study abroad process

Panelists Contact Information

- Dr. Juan Fernández Iglesias, Winona State University, JFernandezIgles@winona.edu
- Dr. Vanessa Fernández Greene, Winona State University, VFernandezGreen@winona.edu
- Carrie Niesen, M.A., Melibee Global, ccniesen@gmail.com
- Kyle Rausch, M.S., Arizona State University, Kyle.Rausch@asu.edu