

Overcoming Barriers to Faculty Engagement in Study Abroad

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Abstract

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This research explored the experiences and perspectives of college and university faculty members who developed, directed and instructed study abroad programs for undergraduate students from three different institutions: a large research university, a private comprehensive university, and a community college. A qualitative study was based on in-depth interviews with eighteen faculty members, six from each institution, to identify the barriers and supports to engagement that faculty encounter in their study abroad work, and to learn about how institutions can better support the participation of faculty in international education. Findings included evidence that despite significant institutional initiative and rhetoric in favor of increased internationalization, faculty members face diverse institutional policies, practices and attitudes that inhibit or prevent their participation. Findings also highlighted numerous ways that institutions can and do

encourage and support engagement and participation. Regardless of institutional approaches, the lived experience that faculty members had in their study abroad work constituted a powerful incentive for their ongoing work in international education. Faculty believed strongly in the beneficial outcomes of international experiences for students, teachers, and institutions. They also perceived a significant gap between the rhetorical support of institutions for internationalization, and the many institutional realities that inhibit the work of faculty members abroad. For the faculty members involved in this research study, their continued engagement in study abroad in the face of many barriers indicates that institutional policies and practices – particularly those that are responsive to faculty circumstances, perspectives, and experiences - have the potential to effect greater faculty participation in study abroad programs, specifically, and engagement in the internationalization of higher education.

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Finally, to my father Joel, my mother Susan, my brother Jacob, and my daughter Zoe, thank you, thank you, thank you.

DEDICATION

This work is dedicated to my father, Dr. Joel Savishinsky, respected and adored professor, accomplished and engaged international educator, tireless inquisitor and learner, compassionate caregiver, loving and dedicated parent, and a great source of inspiration and support in all of my pursuits, both educational and otherwise.

Chapter One: Introduction

Higher Education, Internationalization and the Changing Global landscape

For several decades, and more notably in recent years, academia in the U.S. and elsewhere has embraced and adopted the goal to make educational institutions, and education itself, more international. There is significant and diverse research documenting the myriad educational and organizational benefits of international activities and internationalized curricula for multiple constituencies within the higher education sector (Sutton & Rubin, 2004). These include students, staff, faculty and institutions themselves. The driving force behind internationalization efforts has, of course, been the educational imperative to enhance global citizenship and personal growth alongside intellectual achievement and skill acquisition. "International experience may affect learning and, through reflection on that learning, lead to development of changed perspective or worldview and insight about one's self in the world," writes Heely (2005, p. 12). She explains that "[a]n internationally experienced person no longer takes one view of an issue, but knows that there are multiple views to be considered and therefore becomes more critically reflective in reading, thinking, and decision making."

In April of 2012, the International Association of Universities issued an internationalization 'call to action' to higher education institutions, stating that "globalization is now the most important contextual factor shaping the internationalization of higher education." Higher education has not only responded to the evolving globalized landscape; it also is an active participant and agent in this process. Educational institutions exert substantive influence in the development of knowledge, systems, and individuals who

are increasingly international (Burn, 1980; Knight, 1994). Following World War II, world events provided the impetus for governments, as well as colleges and universities, to become more focused on the importance of international education. Higher education leaders began addressing the need to develop a more international dimension to the education offerings of their institutions. It was around this time that several institutions, including the American Council on Education, the President's Commission on Higher Education, philanthropic entities, and the U.S. Congress began collaborating on efforts intended to "counteract the exclusively Western orientation of the curriculum" (Rudolph, 1977, p. 264).

The U.S. government took several important steps that significantly influenced the internationalizing of the educational sector (Harari, 1972, 2001; Ruther, 2002). The Fulbright Act of 1946 established a robust scholarship system that provided for a variety of exchanges involving students and educators between the U.S. and other countries (Institute for International Education, 2006). The National Defense Education Act of 1956 (NDEA) provided support for higher education institutions to pursue research and teaching on international issues and regional area studies (Association of American Universities, 2006).

Coinciding with these legislative and funding efforts was a growing wave of research into the realities and ramifications of globalization. New studies served as a call to higher education leaders and educators that the need to internationalize their institutions was increasingly critical in a time of accelerating global change. A notable example was a report issued in 1960 by a Ford Foundation-funded committee of university, philanthropic, business, and civic leaders, established to assess the actual and potential international role

of U.S. higher education institutions, and to provide recommendations for ways in which these institutions could assume a greater, and more effective role in influencing and responding to world affairs (Education and World Affairs, 1965). The “University and World Affairs” report underscored the “largely sporadic and unplanned” internationalization efforts of higher education, and issued recommendations for an enhanced role for academia in producing research, teaching and learning oriented toward the new global reality (Committee on the University and World Affairs, 1960, p. 2). The report was one of the first to assert the centrality of faculty in internationalization initiatives, particularly those being advocated by the committee and report.

Subsequent and similar efforts by other organizations also promoted the intentional and planned internationalization of higher education institutions. The nongovernmental organization Education and World Affairs urged the education sector to pursue both institutional and individual approaches to internationalization. It became an early proponent of strategic internationalization. In a 1965 report, it urged planning for institutional prioritization of internationalization, as well as holistic and institution-wide approaches to substantively integrating international dimensions into the work of higher education institutions. This report also contained specific recommendations for colleges and universities to engage faculty and departments in internationalization efforts (Education and World Affairs, 1965).

Since that time, internationalization has unquestionably moved from a fringe to core university activity (Redden, 2010). The trend of internationalization within American higher education has been fueled by major events as well as increasingly visible global

dynamics that highlight the world's interconnectedness and interdependence. International knowledge and skills have become a necessity for achieving peace and security goals (Collins & Davidson, 2002; Samaan, 2005), for understanding and responding to the challenges posed by rapidly changing demographics around the world, for doing business in a globalized economy, and for a host of other purposes. The personal goals of individuals and the civic goals of communities also call for an international awareness, and for abilities that enable them to function and thrive in a world where borders are ever-more fluid, and cultural melting pots are increasingly ubiquitous. Conventional wisdom within and outside of academia holds that in a world increasingly defined by intercultural interactions and the diminished significance of bounded cultural environments, international knowledge and skills are critical for adaptation and leadership (Altbach, 1998; Knight, 1994). The American Council on Education's Blue Ribbon Panel on Global Engagement (2011) stated "It is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens." Today more than ever, internationalization is an "institutional imperative" for higher education (International Association of Universities, 2012).

Faculty and Internationalization

Three decades ago, well before internationalization was at the forefront of the minds of most U.S. college presidents and administrators, it was the subject of

consideration and discussion in limited academic circles. At that time, attention was focused on *what* made institutions international, in contrast to the contemporary focus on *how* to make institutions international. Early on, the role of faculty was identified as a significant factor contributing to how successful institutions were at achieving notable levels of internationalization. A survey of its members by the American Association of State Colleges and Universities reported that the extent of internationalization on college and university campuses was neither the product of size, nor location, nor budget; rather, it proved to be “a function of faculty competence and commitment and of institutional leadership” (Harari, 1981, p. 29). This finding was echoed not long after by Harari (1989) whose stress on the importance of campus commitments, consensus and deeds in support of internationalization highlighted the centrality of faculty involvement. “There is no substitute to a consensus-building process which must be initiated and nurtured on campus. It is this process which ideally will yield the true commitment of the faculty and the administration” (Harari, 1989, p. 3). Brewer (2010, p. 89), citing Green and Olson (2003, p. 78) writes that “if a college or university president has money for nothing else toward internationalization, the money should be invested in the faculty, and that faculty development needs to be grounded in ‘faculty ownership, choice, and support.’”

The faculty wields particular influence in the internationalization of the curriculum (Childress, 2007; Green & Shoenberg, 2006; Rasch, 2001). Faculty have the discretion to design and deliver much of students’ international education, and as such, student learning is impacted significantly by the ways in which faculty value and integrate international perspectives in higher education curricula. With only 10% of U.S. college students studying abroad, internationalization of the curricula is even more important if a majority of

students are to acquire international skills and awareness (Childress, 2007; Siaya & Hayward, 2003).

This assertion of the critical role of an engaged faculty in campus internationalization efforts was supported by the Association of American Colleges (1985). The Association of American Colleges cited the centrality of faculty for imbuing the campus curriculum with a global focus, and for using their position, influence and authority to impact students' awareness of the critical importance of their own international education. The Association of American Colleges also criticized the broad gap between internationalization rhetoric and practice with regard to faculty engagement, noting that campus investments in faculty engagement were rare despite growing calls for increased support of international education.

In a wide-reaching 1989 review of international education at the undergraduate level, conducted on behalf of the American Council on Education, Lambert underscored both the importance and the obstacles to faculty engagement in internationalization efforts. His conclusions emphasized the right and role of faculty to determine and deliver international education content in their own courses. He cautioned that as institutions come to recognize the necessity of faculty engagement in the development of students' international knowledge, they "should not attempt to micromanage the content of individual international studies course—this is rightly the preserve of individual faculty members and departments" (p. 167). According to Lambert, it is imperative to give faculty a relatively unimpeded role in these domains because "cross-course, cross-departmental, cross-school, cross-function innovation and coordination" are central to the process of

international learning for students. These characteristics, said Lambert, necessarily require the engagement and collaboration of faculty (p. 148).

Individuals and organizations who were, at the time, examining and extolling the importance of international education were also routinely recognizing the issues surrounding faculty involvement in the processes and achievement of desired outcomes related to internationalization. The Association of American Colleges in its 1985 study noted the “obstacles to faculty responsibility that are embedded in academic practice” (p. 90). The report supported the notion that while the importance of engaging faculty in internationalization was clear, strategies and effective practices for achieving faculty involvement remained relatively unexplored. As such, the logical question of how to devise practical measures for developing and sustaining committed faculty engagement remained largely unaddressed, and hence, unanswered.

A decade later, in 1995, the Association of International Education Administrators (AIEA) took up some of these questions and challenges by offering pragmatic recommendations in the form of institutional guidelines for internationalizing in higher education. AIEA was a membership organization created in the early 1980s as a forum for leaders of institutions to facilitate the advancement of the international dimensions of higher education. The guidelines prescribed several actions considered fundamental and effective for achieving the broad internationalization goals that higher education institutions were increasingly promoting and seeking. Among their suggestions, the AIEA recommended the integration of international activities in faculty reward policies: this both reaffirmed the growing belief that faculty participation is essential to internationalization,

and offered some of the first concrete ideas of how institutional policy and practice could support that type of engagement.

Since that time, internationalization has changed dramatically, however the call for internationalization of education within higher education and beyond has grown and remains unabated (International Association of Universities, 2012). “It would be difficult to find a college or university today that is not making some effort to internationalize” (Green & Schoenberg, 2006, p. 1). However, there are still notable chasms between belief and action, between rhetoric and resolve, between strategy and implementation (Siaya & Hayward, 2003; American Council on Education, 2012). “High-level rhetoric about the value of educational exchanges, while encouraging, is not a substitute for policy” (NAFSA: Association of International Educators, 2006, p. 4). This ongoing recognition that rhetoric is insufficient for realizing the goals of internationalization underscores a consensus that the presence of intentions and beliefs, and even the existence of policies and practices, may not be enough to overcome the many challenges institutions face to achieving these objectives.

Even the increasingly common practice of developing formal institutional internationalization plans has seldom resulted in outcomes that reflect substantive progress (Engberg and Green, 2002). As such, the fact remains that many higher education institutions continue to struggle with how to effectively and sustainably create models for engaging their constituencies in the process of internationalization. Solving this quandary, particularly with regard to the faculty, will be critical as it becomes ever more incumbent upon institutions to internationalize. “If we want to internationalize the university, we have to internationalize the faculty. We have to move them in the necessary directions. We thus

need to consider not only how to do what needs to be done but also how what needs to be done affects the faculty and how we can mobilize their power over the process” (Stohl, 2007, p.367).

The Internationalization Role of Faculty

The role of faculty in the internationalization process has been widely identified as being central to the process of internationalization (AIEA, 1995b; American Council on Education, 2012; Carter, 1992; Childress, 2007; Liverpool, 1995; National Association of State Universities and Land Grant Colleges, 1993). Washington State University conducted a 1990 study in which 90% of universities surveyed reported that faculty are important in the process of campus internationalization, and more recently, the American Council on Education (2012, p.14) deemed their role “pivotal.” Other research has also indicated that institutions with broad support of faculty for internationalization initiatives have greater success than those where faculty engagement and support are low (Carter, 1992).

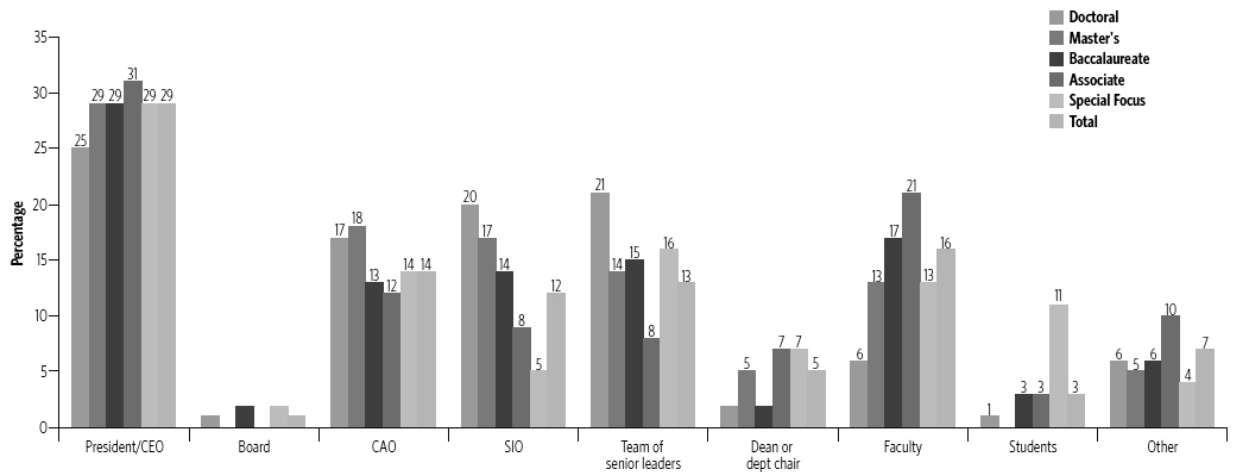


Figure 1. Catalysts Spurring Internationalization in Higher Education (American Council on Education, 2012, p. 10).

As figure 1 (above) illustrates, colleges and universities themselves see the faculty as the second most influential actor (after the president/CEO) in spurring internationalization. Navarro (2004) illustrated the common roles and contributions of faculty in the higher education internationalization process within the context of other institutional actors.

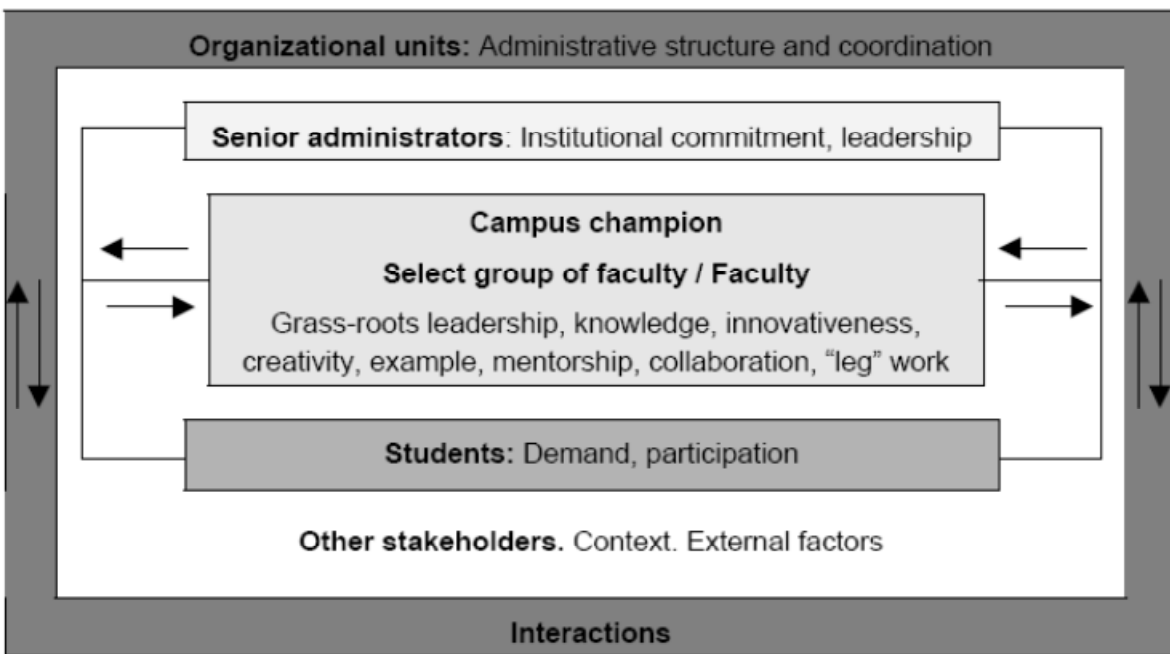


Figure 2. Drivers and actors in the internationalization process, and their major contributions (Navarro, 2004, p. 38).

Prior to the advent of internationalization missions, infrastructures and formal processes, faculty on most college and university campuses were the key agents and owners of the process that internationalized their institutions. Their contributions included internationalized curricula (through teaching), international connections (through professional and academic networks) and international activities (through research, conferences and education abroad).

Historically, the extent to which internationalization has been pursued and supported has been due to the interests, energies, ownership and activities of faculty. Yet until the trend of formal internationalization took root within the U.S. higher education community, the involvement of most faculty in international activities was the neither the product of job descriptions nor institutional initiative. Thus, the traditional roles that faculty have played in the international profiles of institutions have tended to be above and beyond their standard teaching, research and administrative responsibilities (Navarro, 2004).

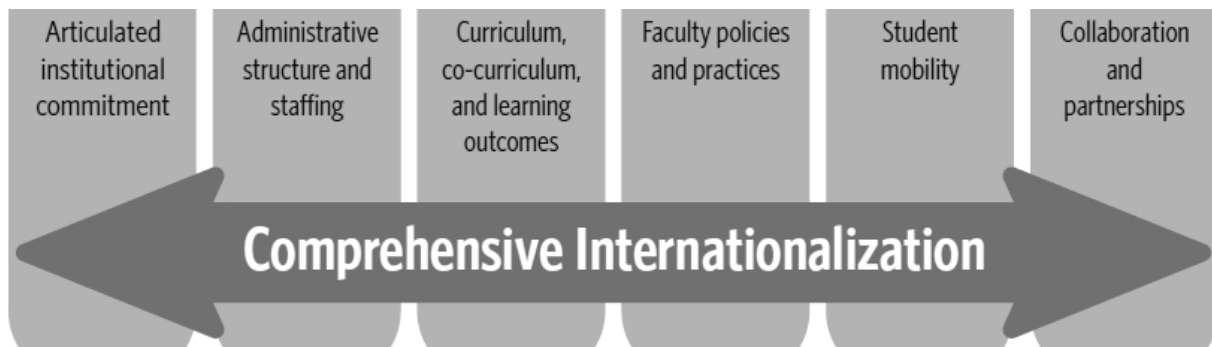


Figure 3. Continuum of Comprehensive Internationalization (American Council on Education, 2012, p. 4).

The faculty role in internationalization is widely recognized as being both central and critical (figure 3). However, research indicated that levels of faculty engagement in internationalization are low, and that institutions have, on the whole, still not to adequately recognized and responded to the need for institutional commitments and investments to bring faculty to the table in terms of both internationalization policy and practice (Navarro, 2004). In a study by the Forum on Education Abroad (2009, p. 7) 64% of responding U.S. higher education institutions reported that a stronger commitment from faculty to integrate education abroad programs was among the top three factors likely to increase

student participation. 38% reported that this lack of interest on the part of faculty “poses a significant challenge” to increase student participation in education abroad opportunities. One respondent stated, “we need more funding and support for faculty and academic units to be able to have the needed release time to develop both on and off campus programs.” The international higher education institutions surveyed in this study were those who receive or host U.S. students and programs abroad: in their responses, a stronger commitment from faculty was cited as the number one factor that would increase student participation numbers in their own education abroad offerings.

There are many variables that affect participation of individual faculty in international education activities and the internationalization process, and which inform the problem of practice that is the motivation for this study. Identifying and better understanding these factors constitute the central research goal of this study.

Education Abroad and Internationalization

Education abroad, often used synonymously with the term “study abroad,” refers to educational experiences that take place “outside the participant’s home country. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals” (Forum on Education Abroad, 2011, sect 2.1). The term encapsulates a wide range of educational program models, many of which are not mutually exclusive: these would include field study programs, integrated university study, direct enrollment programs, travel seminars, academic internship programs, customized programs, departmental programs, embedded programs (or course-embedded study

abroad), faculty-led or faculty-directed programs, immersion programs, island programs, language study programs, research programs, service learning programs, and bilateral and multilateral exchanges (Forum on Education Abroad, 2011). Brewer (2010, p.85) explains that “the internationalization of U.S. education has long been associated with study abroad, although today [it is] one component of any internationalization strategy.”

While education abroad program models can differ significantly in design, structure, focus, duration, location, and other characteristics, most share some distinct and important commonalities. Chief among these are the integration of education abroad programs into institutional credit-based curricula and/or students’ programs of study. This characteristic is important because of the central focus on curricula in internationalization efforts. Harari (1989, p. 3) explained that “the heart of the internationalization of an institution is, and will always remain, its curriculum precisely because the acquisition of knowledge...is what a university is all about.” This has remained true throughout the ongoing spread and maturation of internationalization efforts in the higher education sphere. Knight (1997) reported, in the results of a multi-sector study on internationalization, that the curriculum was reliably ranked as the most important element of internationalization. Navarro (2004, p. 28) writes that there is “a generalized trend to identify internationalization of higher education institutions with the internationalization of the curriculum, and it has become very common for some administrators, practitioners, and researchers to concentrate only on the internationalization of the undergraduate curriculum when discussing, planning, funding, evaluating, justifying, and quantifying the internationalization of their institutions.”

Many other scholars support this contention that the curriculum is the most important component in an internationalization program (Mestenhauser & Ellingboe, 1998; Knight, 1997; Lambert, 1989; Liverpool, 1995). While education abroad activities and opportunities represent only one component of an institution's internationalized curricular offerings, these activities are widely recognized as integral to the process of curricular internationalization, specifically, and internationalization more generally (Bolter, 1994; Johnston & Spalding 1997; Rasch, 2001).

A second commonality shared by the majority of education abroad program models is the substantive involvement of faculty. Faculty roles in education abroad programs vary considerably and include diverse responsibilities as well as multiple dimensions (Goode, 2007). Among the academic, logistical and intercultural dimensions of their roles, faculty are commonly involved in advising, program design, approval and evaluation, instruction, institutional relations, credit approval and a host of other program leadership as well as academic and non-academic student services. The integral role of faculty in education abroad is important to note precisely because, like curricular integration, it has been so widely identified as an essential component of effective campus internationalization. (e.g. Backman, 1984; Goodwin & Nacht, 1983; Green & Olson, 2003; Henson et al., 1990; James & Nef, 2002; Liverpool, 1995; National Association of State Universities and Land Grant Colleges, 1993; Navarro, 2004; Schweitz, 2006; Steers & Ungsen, 1992; Viers, 2003). Furthermore, the relevance of education abroad in the context of internationalization rests on the close relationship between faculty and curricular change. Successful change to the curriculum has to be "the product of individual and collective faculty thought and debate" (Nelson, 1996, p. 108).

Finally, education abroad activities at U.S. colleges and universities are rapidly expanding and representing an ever-larger part of the international activities of educational institutions. 79% of institutions responding to a Forum on Education Abroad study (2009, p. 8) reported that education abroad activity at their schools had increased during the prior five years. Over half reported that their institutions were “actively trying to send a greater number of students abroad each year.” According to the Institute on International Education (2007, p. 6), “in just the last decade, study abroad increased by 144 percent... an average annual increase of 9 percent over the past ten years.”

Given, then, the increasing internationalization of higher education, and the broad recognition of the critical role of faculty in this process, it is notable that there has been relatively little research on the actual experiences, reflections, and recommendations of those faculty who have actually led study abroad programs. This study was designed to address that important gap in our knowledge.

Problem of Practice

The desire to promote international education and activity on campus has produced a wide range of responses, theories, strategies, and even organizations whose goal it is to support and promote the process and outcomes of internationalization. Specific recommendations and challenges in all areas of internationalization have given rise to specific tactics for achieving the component goals of this process. Faculty involvement is no exception, and colleges and universities have adopted varying approaches in their attempts to bring faculty to the table, to engage them in the process, to invest them in the outcomes and to sustain their engagement over time.

Based on consistent recommendations from international education organizations and experts, many institutions have sought to create internationalization plans and other institution-wide mechanisms in pursuit of widespread faculty engagement in the internationalization process (Green, 2005). These plans usually represent foundational tools used by higher education institutions in their efforts to engender faculty engagement in international education activities (Harari, 1989; Knight, 1994b; Olson, Green, & Hill, 2006). This common planning strategy for achieving campus internationalization efforts has been widely deemed necessary by internationalization experts. However, many of these experts have acknowledged that while these steps are necessary, the production and existence of internationalization plans are hardly sufficient for realizing hoped-for outcomes. Indeed, experience and research have shown that widespread and sustained faculty involvement seldom follow the creation of internationalization plans, even when faculty themselves are engaged in their very development (Altbach, 2002; Ellingboe, 1999; Engberg & Green, 2002; Knight, 1994b; Olson, Green, & Hill, 2005). “The challenge is to create an institutional culture in which internationalization is lived rather than merely spoken about” (Engberg and Green, 2002, p. 15).

Educational institutions, and the growing field of international higher education, have come to recognize the need for efforts to move beyond the spoken and written rhetoric that made internationalization appear to be an educational cause du jour. Seeing that sustained, institution-wide internationalization can neither be bought nor dictated, colleges and universities have begun to accept that successful internationalization relies on a change in campus culture. This cultural change, which for most institutions necessarily involves the concept of faculty engagement, requires not only the development of

institutional plans for internationalization, but also the operationalization of those plans (Childress, 2007).

A first step that many institutions have continued to adopt for converting theory into practice has been the development of internationalization committees at the institutional level. These committees constitute organizational vehicles through which institutional authority and leadership are exercised in the implementation of internationalization plans (Green, 2005). The emergence of campus-wide internationalization committees has been noted in numerous studies, including those of the American Association of State Universities and Colleges (1981) and, more recently, the American Council on Education (Green, 2005).

Internationalization committees, in some cases, represent a successful mechanism for engaging faculty in the initial stages of the internationalization process. These institutional committees commonly endeavor to include representation from both disciplinary and administrative sectors, and hence the involvement of faculty is essential. The committees are occasionally charged with producing or seeking accreditation for an institution's internationalization plan, and in other instances with communicating, promoting and putting those plans into action. Yet, researchers have found that even those institutions with campus-wide internationalization committees have achieved only moderate success in the operationalization of these plans, and modest success in the widespread engagement of faculty.

In practice, then, there has been relatively little impact from that stress that scholars of internationalization have consistently placed on the widespread engagement of faculty

as an essential element in helping internationalization take root and embed itself within an institution's culture (Green & Olson, 2003; Liverpool, 1995; Viers, 2003). A broad and deep level of faculty engagement has been upheld as fundamental because any process of institution-wide change, particularly one such as internationalization -- which requires a significant cultural shift, -- "cannot be owned by a small group" (Knight, 1994, p. 12). Nevertheless, internationalization committees are commonly small groups of administrators and/or faculty who are already likely to be predisposed to international issues, and activities. As such, neither the operationalization of internationalization plans, nor the widespread engagement of faculty has been effectively realized through the advent of internationalization committees. The existence and work of internationalization committees are seldom publicized or understood by campus constituencies (Aigner et al., 1992; Ellingboe, 1998; Liverpool, 1995; Viers, 2003). Likewise, while committees may or may not be representative of their institutions, their creation and ongoing work are often not accompanied by the buy-in of the campus constituencies that they intend to engage. Internationalization committees are infrequently provided with the resources, nor are they imbued with the authority to effectively initiate or sustain substantive change. Finally, in addition to these challenges, internationalization efforts are adversely affected by both institutional and individual barriers that impede the engagement of faculty in international education activities. Together, these factors create significant challenges for campuses in developing a critical mass of engaged faculty who can support and implement the provisions and goals of internationalization plans.

Changes in the health of both national and global economies represent additional factors that influence the development of international education. Economic

interconnectedness and the growing economic sensitivity of world populations have lent credence to the call for expanded global study, and the preparation of more a globally conscious populace. Recently, the international education sector has felt the effects of increasingly dramatic, rapid and unpredictable fluctuations in economies – from the local to the global. A 2011 survey conducted by the Institute of International Education and the Forum on Education Abroad found that, beginning in 2007 and for several years after, many institutional study abroad budgets were cut, and study abroad by U.S. college students leveled off as a result of economic uncertainty (Institute of International Education, 2011).

While international education has been looked to as a vehicle for creating greater understanding about the dynamics of economic networks, it has also been particularly vulnerable to the vagaries of economic shifts. In 2009, the Forum on Education Abroad conducted a survey of 165 higher education institutions to better understand the impact of the global economic crisis on education abroad enrollments, budgets, and student choices. 59% of responding institutions reported decreased study abroad enrollments from the previous year; 60% reported decreased study abroad budgets; only 4% reported that they had been able to weather recent budget without seeing an impacting their study abroad operations (Forum on Education Abroad, 2009).

Issues like global economic prosperity and insecurity, rising prices, poverty, and underemployment can provide rich fodder for academic study, but at the same time they can and do impact (both positively and negatively) the ways that students, faculty and institutions invest and involve themselves in international education. It is worthwhile to

note that the present study was conducted during a time of pronounced economic downturn in the U.S. and a period of significant budgetary challenge for most key international education constituents including students, faculty, educational institutions, and third party actors that are increasingly involved in educational activities that reach across borders. Karen Fischer, writing in the Chronicle of Higher Education (August 9, 2010) explained “the economic downturn has forced some colleges to scale back once-ambitious plans or devise more cost-conscious ways to achieve their goals of globalizing teaching, learning, and research.”

As the study findings below show, economic factors particular to the time during which the study was undertaken were perceived as having a diverse and significant impact on study abroad activities. Hence while financial issues have no doubt been an enduring and a persistent issue in efforts to facilitate international mobility of students and faculty, it is evident that at the time of this study, the financial impact on study abroad at many institutions was commensurate with the pronounced challenges facing both local and global economies. How these impacts will play out over time is yet to be seen, however the risk is that “colleges that come to a standstill on international work may find it increasingly difficult to catch up” and that “the fiscal crisis could deepen the divide between haves and have-nots in international education” (Fischer, 2010, p.1).

As this discussion shows, despite years of investment and energy, and diverse strategies for achieving internationalization, significant problems of practice exist in the effort to engage faculty in the process. A multi-nation study by the Carnegie foundation found that faculty members in the U.S. are much less committed to internationalization

than their international counterparts (Green, 202). Successful internationalization efforts in the present and future are likely to require the key ingredient that appears to be lacking at so many institutions today: i.e., the significant, sustained and holistic support and involvement of faculty. The failure of institutions to address this ongoing issue of faculty engagement in internationalization constitutes the problem of practice which this study attempts to address.

Problem of Research

The problem of practice addressed above is an issue whose relevance is highlighted by an associated problem of research. As noted above, the faculty is commonly recognized as a critical constituency in campus efforts to internationalize due to a range of strengths and potentials that they embody. Their own international connections, curricular control, and institutional power very clearly contain the promise that they will be the central drivers and agents of internationalization efforts. However, although the pivotal role of faculty in internationalization efforts within higher education has been widely recognized for decades, during much of this time there has been little research produced concerning the perceptions, engagement, or role of faculty with regard to internationalization efforts (Carter, 1992; Dewey & Duff, 2007; Navarro, 2004; Rasch, 2001). Writing of a “paucity of research,” Rasch (2001, p. 43) stated that “faculty is often seen as the critical link in the process of internationalization on campus, although little is known about their reaction to or participation in these efforts.” Dewey and Duff (2009, p. 492) echoed this reflection, writing that “a review of scholarship on internationalization in higher education reveals surprisingly little insight into faculty roles and responsibilities.”

The vast majority of research on all aspects of study abroad focuses on students. Much less is known about the roles, perceptions and outcomes of faculty, despite their key role in determining whether and how education is internationalized (Altbach & Lewis, 1998; Moseley, 2009; Rasch, 2001; Schwietz, 2006; Stohl, 2007; Welch, 1997). Altbach & Lewis (1998, p. 54) wrote of the need to understand “how the American academic profession -- the heart of the university -- is reacting to these trends toward internationalization on campus and in society.” Dewey & Duff (2009, p. 491) explained that, “although faculty are necessarily key participants in initiatives to internationalize academia, surprisingly little work has been published that addresses the roles, responsibilities, and problems faced by the faculty on an operational level.”

The lack of knowledge about faculty exists both in the internationalization literature as well as within educational institutions, few of whom have an inventory or even a sense of the international background of their own faculty and staff (Welch, 1997). The limited research on faculty and study abroad indicates that numerous barriers impact faculty participation in study abroad, and that this lack of participation has real costs for students, faculty and institutions alike.

“To date, the gap in the literature remains largely the faculty perspective. Researchers have not systematically queried faculty about their perception of their role in international initiatives...nor have they queried these individuals about their experience as faculty directors abroad. No studies have attempted to explore the effects of the study abroad experience on faculty directors to ascertain if the experience has a positive or negative effect on their teaching, research, or personal lives” (Rasch, 2001, p.29).

This failure to examine the faculty's role is notable. This is especially true given that faculty involvement in international initiatives has been cited as the critical link to effective study abroad programming (Engberg & Green, 2002; Green & Olson, 2003; Hoffa & Pearson, 1997; NAFSA: Association of International Educators, 2003, 2004, 2005; National Association of State Universities and Land Grant Colleges, 1993; Schwietz, 2006). Yet no studies have examined how the connections between faculty, study abroad programs, and internationalization efforts can be maximized in order to operationalize institutions' plans for internationalization. Childress (2007, p.10) wrote that "despite calls for further research on the operationalization of internationalization plans, no empirical studies have been conducted on the strategies institutions employ in order to develop faculty engagement in the operationalization of internationalization plans."

The body of literature and research concerning itself with the topic of faculty engagement in internationalization is limited to a small number of articles and doctoral studies which primarily focus on the institutional process of internationalization. These foci and the results of these studies can be differentiated from the present study in two ways. First, the majority of these studies did not involve in-depth or empirical examinations of faculty participation in internationalization. Rather, they were concerned with general internationalization efforts and processes. Second, only two articles focused on education abroad as a specific component of the internationalization process and as an element of institutions' international portfolios (Goode, 2007; Rasch, 2001). As will be explored below in chapter two, both of these articles utilized only single institution case studies, and neither of them explored questions of institutional supports and barriers to faculty engagement in education abroad activities. With a few notable exceptions, much of

the other literature in the field pays, at best, limited attention to the actual experiences, rewards, and disincentives that faculty encounter in developing and directing study abroad programs.

Each of the studies on internationalization mentioned above, and discussed in greater detail in the following chapter, indicates the importance and identifies some of the challenges to achieving faculty engagement in this process. Yet to date no empirical studies on campus internationalizations efforts have specifically researched the role of institutional practices and individual faculty characteristics as they relate to the engagement of faculty in education abroad. There is clearly a strong case to be made from the literature that faculty engagement in internationalization is both important and subject to numerous challenges. The gap in this literature that the present study attempts to address is specifically related to *education abroad* and the ways in which institutions of different types encourage and inhibit faculty involvement therein.

In the process of considering these issues, this study will also take up two other largely unexamined but critical questions. One is how the policies and practices of institutions support and restrict faculty in the specific enterprise of education/study abroad. The second is the way institutional barriers and supports to engagement in this arena are impacted by institution type and the individual characteristics of faculty. Hence, given the emphases and gaps found in other research done to date, the problem that this study addresses is identifying, analyzing and offering recommendations related to the institutional and individual factors that contribute to faculty engagement in education abroad as a key component of campus internationalization.

Significance of Study

This study adds to the literature on internationalization in higher education in several ways. First, although numerous studies have explored questions surrounding the involvement of faculty in internationalization, none have focused specifically and empirically on the policies and practices of educational institutions in the engagement -- and lack thereof -- of faculty in the internationalization process. As such, this study provides empirical evidence that speaks to previous assertions about what, specifically, institutions can, should, and actually do with regard to supporting and inhibiting the engagement of faculty in internationalization.

Second, this study provides insight into the impact of institution type on faculty engagement efforts. Rhetoric from national organizations and academic institutions unanimously advocates for internationalization at all levels and sectors of higher education. However, “when it comes to internationalization, some institutions' words might speak louder than their actions” (Young, 2012).

For internationalization to reach and benefit the full diversity of institutions and their constituencies, this process will need to move beyond the confines of the more visible colleges and universities to include the less prestigious schools that represent an increasing portion of the student population. Efforts to achieve widespread internationalization in the higher education arena will not be successful without the inclusion of institutions that serve diverse socio-economic student populations, and which focus on nontraditional disciplines and training. Hence as the trend of internationalization reaches further into academia, the difficulties of achieving internationalization will need to

be addressed across the full spectrum of institution types. This will undoubtedly include the challenge of enhancing faculty engagement as a critical component of institutional internationalization (Aigner et al., 1992; Harari, 1989; Knight, 1994; Olson et al., 2006; Paige, 2005). This study is designed to promote discussion among internationalization proponents about how to foster faculty engagement based on the unique environments found in different types of higher education institutions.

Third, this study provides data and analysis to further understand the effectiveness of institutional strategies and tactics used to promote faculty engagement in internationalization efforts. The study sheds light on the ramifications of the *absence* of institutional will and accompanying policies and practices that might otherwise support faculty involvement in internationalization processes and international activities. It will give attention to shortcomings in the way campus-wide internationalization committees attempt to develop widespread faculty engagement in the operationalization of internationalization plans. Furthermore, the study makes a new contribution to the literature on faculty engagement by identifying what higher education institutions do that specifically inhibits faculty engagement. This perspective has, to date, remained unexamined. It is, arguably, as important to identify and account for policies and practices that inhibiting faculty engagement in internationalization as it is to identify and promote those that support it.

Fourth, prior research into institutional behaviors impacting faculty participation in internationalization efforts have largely looked at the formal structures created to promote internationalization, such as internationalization committees. This study moves beyond

those structures to look at how individuals, academic units and other entities and relationships from various levels within institutions can wield significant impact on faculty participation in the implementation of internationalization plans.

Research Questions

The central question of the proposed study is: How do higher education faculty members overcome the professional and institutional barriers to participation in international education activities? Supporting research questions include:

- What are the characteristics of faculty in terms of demographics, international experience and international orientation?
- What are the institutional barriers to entry and continued participation that university faculty face vis-à-vis education opportunities?
- What factors influence the motivation of individual faculty members' to engage in education abroad activities?
- What institutional factors influence how barriers to entry are differently experienced by faculty members?
- What are some of the outcomes for faculty of participation in education abroad activities, and how do they contribute to internationalization?
- How can institutions of higher education increase faculty participation through policy and practice?

Research Goals

The first goal of this study is to identify and understand the costs and benefits, incentives and obstacles to faculty participation as instructors and/or leaders of study

abroad programs at three different types of higher education institutions. The second goal is to identify and better understand how individual faculty and institutional actors *overcome* barriers to participation, as well as why in some cases they fail to overcome them. The third and ultimate goal of this study is to identify institutional opportunities to better facilitate, support and maximize the benefits of faculty participation in education abroad programs. This study is based on research that was conducted to achieve two overarching objectives. The first is to formulate recommendations for institutional policies and practices that can effectively lower or eliminate barriers to faculty participation in education abroad opportunities. The second is to provide useful guidance to faculty on how they might overcome some of those barriers that are enduring features of the higher educational environment.

Scope of the Study

Limiting the scope of a study allows the researcher to arrive at generalizations about the populations or phenomena under scrutiny. Such a limitation is necessary and desirable as no single research endeavor can thoroughly address every facet, nor answer the range of all potential questions, related to a particular issue (Creswell, 1998, 2003). The scope of this study is defined by its focus on three institutions of higher education representing distinct institutional types. This trio of schools includes a large public research institution, a small private university, and a community college. Thus, its findings are specific to these kinds of institutions and cannot be confidently generalized beyond them. Furthermore, the institutions featured represent a very defined and limited geographic location whose particularities may additionally restrict the extent to which the

conclusions of the study can be generalized to other areas. Research subjects selected for participation in the study were likewise limited to a specific population, that being faculty members who had previously engaged in education abroad leadership activities. Hence, the application of research findings related to the experience of these individuals cannot be generalized to, for example, faculty who may have never had education abroad experience in particular, or international experience more generally.

Nevertheless, the results of this study can – and hopefully will – have value and utility in promoting discussion, and by informing scholars and practitioners in their efforts to promote and support faculty engagement in the internationalization of their institutions.

Dissertation Overview

This study consists of six chapters. Chapter I has provided a context and justification for the study by providing a background to the central topic, presenting the problems of practice and research, outlining the research questions, discussing the relevance of the study, and defining the scope and limits of the study.

Chapter II presents a review of literature relevant to the study. This includes a review of the literature on the internationalization of higher education institutions, and on research related to faculty engagement. The literature review provides additional background and context for the study, and further highlights the significance of the study by locating it within the body of relevant research that has been conducted to date.

Chapter III presents the methodological design of the study and the research methods utilized in the data collection and analysis. This chapter includes the theoretical

framework of the study, operational definitions, a reiteration of the research question and subquestions, identification of the research population, the sampling and selection of research subjects, and the strategies used in data collection and data analysis. The study is based on multiple-case study design used for collection of qualitative data related to the individual and institutional factors that impact faculty engagement in education abroad and internationalization.

Chapter IV presents the data collected in the study. The chapter first presents demographic data about the study's participants and then presents research findings divided into two major categories: barriers to faculty engagement in education, and supports for faculty engagement. Each category in turn is subdivided into sections focused on institutional barriers/supports, individual barriers/supports, and other barriers/supports.

Chapter V offers a summary and discussion of the research findings, and the implications of the findings for institutional policy and practice. Finally, suggestions are offered for future research on issues related to faculty engagement in study abroad and the internationalization of higher education.

Chapter Two: Review of the Literature

The Internationalization of Higher Education

Research on the field and practice of study abroad began to surface in the 1950s. By the end of the 1970s, a substantive body of literature had been established (Dolby & Rahman, 2008). By around this time, nearly 200 research studies on the topic were published, growing to well over 500 by the 1990s. Since that time, the rate, quality and diversity of research has grown significantly, reflected primarily in two academic journals - *Frontiers: The Interdisciplinary Journal of Study Abroad* and *The Journal of Studies in International Education* – both of which now regularly publish peer-reviewed articles on research in the international education and education abroad fields. The growth and diversification of research and publishing in international education serves as an important indicator that the higher education sector is, increasingly, recognizing and responding to the role of international educational experiences in the lives of students, educators and educational institutions.

This chapter provides an overview of the research relevant to this study, beginning with a brief discussion of the evolving place of internationalization in U.S. higher education. The specific literature on educational internationalization, which serves as a foundation for this research study, is drawn principally from several subareas that contribute to understandings of faculty engagement in education abroad.

The first section of this chapter presents a brief overview of the definitions, foundational philosophies, characteristics and approaches to internationalization within higher education, as well as a discussion of research relating internationalization to broad

educational goals for individuals and institutions within the arena of higher education. The discussion of research on these aspects of internationalization aims to establish the importance of *education abroad* within the larger sphere of international education, and, in turn, the relevance of faculty involvement within education abroad.

As such, the following section focuses on practice and research in the specific area of “education abroad,” or “study abroad.” It offers a presentation of the scholarship on education abroad as a specific and strategic component of internationalization processes and goals, and underscores the significance of the present study, which centers on examining and addressing the problem of practice affecting faculty engagement.

The latter part of the chapter is focused on the scholarship of faculty engagement as it relates to internationalization, specifically within the realm of education abroad. Challenges and opportunities around engagement, as presented in the relevant literature, are discussed as they relate to internationalization efforts and goals of institutions. Particular focus is placed on the research concerning faculty rewards and recognition within the academy, and what that literature has to teach us about the ways in which -- and some of the key reasons why -- faculty do and do not engage in the process of internationalization and the work of education abroad.

Definitions of Key terms in International Education

An extensive lexicon has developed around the practice and process of internationalization as international education in all its forms has expanded throughout the higher education sector. The ways in which terminologies have been defined and understood, have evolved significantly as scholars and educational institutions have

endeavored to identify and describe the international or global aspects of the educational field (Arum, 1987; Arum & Van de Water, 1992; Green & Olson, 2003; Knight, 1999, 2004; Siaya & Hayward, 2003; Schwietz, 2006). Indeed, the field is still very much in a phase of defining itself and its commonly used terminology (Ogden, 2010). As the field has expanded and evolved, so has the need to establish a common language and reach common understandings of what terms do and do not mean. Common key terms such as international, global, intercultural and multicultural are frequently used, sometimes interchangeably, and are easily confused with one another, making the advancement of all aspects of internationalization more challenging in the absence of a shared language (American Council on Education, 2003; Bolen, 2004; Forum on Education Abroad, 2011; Navarro, 2004).

In addition to the need to distinguish these and other terms from one another, the development of clearer definitions is also needed to help describe each of these concepts in a broader educational context. Many of the terms and concepts used within international education are inherently broad in scope. As such, having ways to describe where, when and how they intersect with (or are distinct from) other aspects of the educational landscape is increasingly important as internationalization grows and endeavors to find its distinct place within the field (Forum on Education Abroad, 2011; Green & Olson, 2003). Below are several definitions of these and other terms that have seen widespread usage and broad acceptance in the field of international education. While they are not the only accepted definitions, they are included here to provide reference points for the purpose of general understanding, and also to provide context for the discussion of educational internationalization which follows.

The term *internationalization* has come into greater vogue as international education has been increasingly viewed as a process rather than a product. "The internationalization of higher education is still a phenomenon with a lot of question marks regarding...its meaning, concept, and strategic aspects" (de Wit, 2002, p. xv). A definition accepted by many scholars describes internationalization of higher education as "the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution" (International Association of Universities, 1997, p. 1; Knight, 1994, p.7). The American Council on Education (2006) further defined the term comprehensive internationalization as "a process that would lead to institutional transformation over time, built on an institutional vision for internationalization, a clearly articulated set of goals, and a strategy to integrate the internationally and globally focused programs and activities on campus." It is a distinct, concept, and important to distinguish from international education (see below), which is a term used to refer to activities and programs, as opposed to the more comprehensive *internationalization* which embraces processes, programs and perspectives (Schwietz, 2006).

International education typically describes the international aspects of higher education, including all activities with an international dimension (Green & Olson, 2003). Increasingly, this term is being used to encompass not only explicit and easily identifiable activities (i.e. study abroad) but also curricular integration of international subject matter, institutional linkages, mobility of people, research, and the fundamental missions and varied approaches to internationalization. Concerns about the term have arisen precisely because education has become more and more internationalized. At a time when it is increasingly difficult to distinguish the international from the non-international, there is

growing wariness about the propensity for distinction, and hence fragmentation, between two broad areas of education that in many minds cannot be easily separated.

Similarly, as the push grows to provide students with educational experiences that are more international in scope, fears persist that international education has been, and may continue to be conceived of and represented by discreet experiences (i.e. an internationally-focused course, or a study abroad experience) rather than integrated experiences that involve a more dynamic international dimension across the educational experience as a whole (American Council on Education, 2003).

Internationalization of the curriculum is the process of integrating international and global dimensions and perspectives into the formal and operational aspects of the curriculum. In this context, the term ‘formal’ refers to structure, content and materials, and ‘operational’ to teaching and learning methods, grouping of students, place and time (van der Wende, 1999).

The term *education abroad*, used extensively in the following pages, is a term similar to, but not to be confused with *study abroad*. Study abroad generally refers to all academic opportunities that students pursue in other countries, and include faculty-led and other academic programs, exchanges, study tours, independent study. However, some understandings of study abroad might exclude common and important aspects of international experiences (including ones that are indeed educational) such as internships (Bolen, 2004). While these two terms are often used interchangeably, it is important to note what may or may not be implied or understood by the use of each term. The Forum on Education Abroad, a membership organization U.S. Department of Justice and Federal

Trade Commission as the U.S. standards-based organization for the education abroad sector, defines education abroad as “education that occurs outside the participant’s home country. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals” (Forum on Education Abroad, 2011).

Globalization is frequently referred to in the context of international education. Stiglitz (2002, p. 9) defined globalization as the “closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flow of goods, services, capital, knowledge, and (to a lesser extent) people, across borders.” Globalization is commonly cited as the broader environmental context that drives the internationalization of education. At the same time, education itself can be seen to be globalizing on an institutional and sector-based level, as the key components of the above definition – goods, services, capital, knowledge and people - are all elements of educational institutions. Hence, while there is certainly a degree of overlap, there is also an important distinction to be made between the globalization and internationalization of education.

Intercultural and *multicultural*, while not terms that will be discussed at length in this work, are commonly used in the context of international activities and goals. They are also commonly confused due to the fact that they are, in many instances, used interchangeably with one another, as well as with terms like “cross-cultural” and even “international.” Madeleine Green of the American Council on Education stated that “intercultural most commonly refers to the encounter between people of different nation-

states of diaspora cultures,” whereas “multicultural most frequently refers to the diversity within a nation or community” (presentation, York University, March 3, 2006).

Curriculum integration in the context of international education has been defined by the Forum on Education Abroad Education Abroad Glossary (2010) as the incorporation of “coursework taken abroad into the academic context of the home campus. It involves weaving study abroad into the fabric of the on-campus curriculum through activities such as course matching, academic advising, departmental and collegiate informational and promotional materials, and the structuring of degree requirements. It often requires the review of coursework by the home institution’s academic departments.” Curriculum integration factors prominently into the discussion of faculty engagement: this is because of the significant role of faculty members in both educational programming activities abroad, and their ownership of curricula on their campuses.

Internationalization Missions, Objectives and Rationales

“Failing to internationalize...and later finding that it was in fact necessary may waste an entire generation of students.” (Josef Mestenhauser, as cited in Ellingboe, 1997).

Higher education systems and institutions are undergoing dramatic change both at home and abroad (Knight, 2004). Large scale and rapid societal change confronts educational institutions and their graduates with evolving challenges in their efforts to be both successful and relevant. An increasingly complex and interconnected global marketplace of ideas, people and systems demands graduates with dynamic skill sets. Educational institutions need to equip their students to survive and thrive in today’s political, social, cultural, economic, environmental melting pot. In addition to academic

knowledge and practical skills, students more and more need to emerge from their schooling with intellectual resilience, intercultural competence, and unprecedented levels of resourcefulness and self-reliance. A result is that higher education has been urged by government, the marketplace, and from within to nurture in its graduates more globally-relevant knowledge and competencies (Clinton, 2000; McRobbie, 2008). Higher education is well into a transition towards actively examining and in many cases working aggressively on ways to prepare students and institutions themselves to engage in the globalized world (Altbach & Peterson, 1998; Bennett & Salonen, 2007; Dolby & Rahman, 2008; Nolan, 2009; Ogden, 2010).

Not surprisingly, there are a wide and growing variety of purposes and motivations for pursuing internationalization at the institutional level which include diversifying the student body and institutional workforce, improving educational outcomes, developing institutional relationships, maintaining competitiveness, seeking financial benefits, and staying relevant in a globalized world and educational marketplace (Egron-Polak, 2012). Likewise, there are different approaches – and hurdles - to achieving the often complex goal of internationalization (Knight, 2004). More and more, internationalization is finding its way into the missions of educational institutions, a reflection of the desire among those institutions to pursue an international dimension that is more holistically integrated and broadly experienced by a diversity of stakeholders (Forum on Education Abroad, 2008; Viers, 2003). Supporters and advocates of internationalization in higher education have justified its need from varied perspectives and for diverse purposes. As Navarro wrote (2004, p.20), “the common theme is the need to change and adapt our education, research, and outreach to globalization and the rapid changes occurring worldwide, so that our

nation, economy, society, government, science, technology, businesses, community, and individuals may be able to keep up, compete, function, live, and work successfully in tomorrow's dynamic and interdependent world community.”

This perceived and experienced need to internationalize has increasingly manifested itself explicitly in the educational and institutional missions of higher education institutions (American Council on Education, 2008). A survey of its member institutions by the Forum on Education Abroad (2009) found that 65% had international education included as a part of the institutional mission statement. Highlighting the question of what it means to be educated has rapidly evolved into one which asks what it means to be educated in an age of globalization.

Rationales behind internationalization efforts differ significantly from institution to institution, and even between units and individuals. De Wit (2002, p. 84) defined rationales for internationalization as “motivations for integrating an international dimension into higher education” where “different rationales imply different means and ends to internationalization.” They commonly encompass goals such as providing students, and sometimes other members of the institutional community, with the knowledge and abilities needed to navigate and thrive in a competitive, globalized and globalizing world; improving the quality and diversity of educational offerings and research opportunities within institutions; enhancing the competitiveness of institutions and their graduates, and promoting global citizenship; world peace and greater understanding between cultures and people (American Council on Education, 1996, 2002; Bremer & van der Wende, 1995; Carter, 1992; de Wit, 2002; Ellingboe, 1997b; Harari, 1989, 1992; International Association

of Universities, 2012; Johnston & Edelstein, 1993; Knight & de Wit, 1999; Navarro, 2004; Smith, 1994).

De Wit (1995) posited four major categories of rationales for internationalization: academic, social/cultural, political, and economic. The most commonly cited purpose for internationalization in the educational context is to support internationally focused academic learning goals, namely providing individuals and academic units with increased internationally-relevant knowledge, skills and sensitivity. Knight (2004, p. 26) writes that the current global, economic, technological and educational environments are “pushing academics to help students understand global issues and international/intercultural relationships” and to “have an increased understanding and demonstrated skills to work and live in a culturally diverse or different environment.”

To the extent that internationalization is part of the organizational mission, its successful execution will contribute to broad-based institutional goals and to the overall quality of academic offerings. Within the social and cultural sphere, internationalization can support a variety of goals often shared by individuals and institutions in response to increased global interdependence. These include intercultural competence, global citizenship and awareness, community development, and identity formation (Bremer & van der Wende, 1995; Ellingboe, 1997; Knight & de Wit, 1999; Navarro, 2004).

Economics have long played a growing role in internationalization efforts and activities. Indeed, students and faculty mobility across borders, and internationalization at home, have both become big business (Altbach & Knight, 2007). Internationalization has been informed by competitive and strategic business and national interests, especially as

the process of globalization has accelerated and spread, and as the value of an international skill-set has increased dramatically within the ever-more globalized marketplace (Lincoln Commission, 2005; Navarro, 2004). More recently, economics have played an important role in internationalization's renewed push (Altbach, 2007; Dolby & Rahman, 2008). Economic motives, most commonly represented by revenue-generating opportunities for institutions and earnings-potential for graduates, are now central to many internationalization efforts, especially outside the nonprofit education sector (Altbach & Knight, 2007; American Council on Education, 1996).

Institutions and the private sector have responded rapidly to the realization that there is a substantial and rapidly growing demand among students and educational institutions for increased international programming and opportunity. This response has been enhanced by the potential for revenue and business development in serving the internationalization needs of the education sector. Many different models exist which have shown that international activities can be financially sustainable, even profitable for educational institutions or the businesses that provide and support these activities. Additionally, many institutions have begun to tap into the large and growing demand among international (foreign) students for a U.S.-based education. These students represent a particularly lucrative source of income, especially for public institutions, in that they typically pay full-fare, out of state tuition (Davis, 2003). A majority of the world's international students pay their own way. They number in the millions and constitute "the largest source of funds for international education—not governments, academic institutions, or philanthropies" (Altbach & Knight, 2007, p. 294).

A more recent phenomenon that has presented revenue-generating opportunities for institutions has been the establishment of branch campuses in other countries (Altbach & Knight, 2007, p. 294). This model allows foreign students to obtain a U.S.-accredited education (and degree) in their own country or region. In recent years, nations with significant wealth (e.g., oil-rich states in the Middle East) have invested vast sums of money in establishing branch campuses of U.S. and foreign institutions in their own countries. This model helps address the fact that immigration restrictions and costs limit many international students' ability to study in other countries, especially in the U.S. and the E.U, where the availability of high-ranked and high-demand educational opportunities tend to be concentrated. Indeed, international education – study abroad in particular - is largely a U.S., and to a lesser extent a European phenomenon (Altbach & Knight, 2007). Once established, these branches or franchises provide a reliable revenue stream from student tuition, as well as myriad opportunities for international experiences among faculty and students from the home campus. All in all, the economic rationale for internationalization is furthered by circumstances in which institutions face decreases in levels of public funding, higher operational costs, increased competition and greater volatility in the educational and economic marketplaces (Agnew & VanBalkom, 2009; Altbach, 2007).

A fifth rationale not included in the four categories discussed above, but nevertheless commonly discussed, focuses on institutional (and even individual) reputation, profiles, branding and rankings. As internationalization increasingly becomes a measure of worth both for institutions and individuals, so does the motivation increase to use internationalization as a means to achieve ends that may not be inherently international. Just as individual students seek to enhance their resumes and college

applications with international experience (i.e. with international service experience or foreign language skills) institutions use information about their own international profile or portfolio to burnish their image for the purposes of student and faculty recruitment, rankings and the like (Sutton & Rubin, 2004).

However, while internationalization efforts are becoming more explicit and intentional at many institutions, the integration of internationalization goals with institutional missions is still in its infancy. What for many years was little more than rhetorical lip service paid to the promotion of internationalization has slowly but surely given way to schools of thought and practice around the implementation of internationalization processes. Approaches to internationalization are evolving to become more strategic and diversified in order to take advantage of the unique resources of individual institutions, and to meet the unique needs of different constituencies. Only in recent years has it become more common for institutions to have a senior, university-wide position (commonly referred to as a Senior International Officer) dedicated to internationalization at a high level and on a broad scale (Association of International Education Administrators, 2007). Yet only 40% of U.S. higher education institutions report having a full-time staff person dedicated to oversight of internationalization and/or international activities, and of those, only 56% are senior positions (American Council on Education, 2012).

Despite often-shared motivations for pursuing internationalization, progress and success in internationalization is often hijacked by the tension between visions and ideals, and internationalization efforts that are characterized by reactive, functional and

convenience-driven approaches. Bonfiglio (1999) asserts that certain aspects of internationalization often end up being determined by external factors rather than internal initiative and vision, and that this type of opportunistic, piecemeal approach “inhibits an institution’s ability to provide a balanced, holistic, and long-term approach.” Likewise, the strategic implementation of internationalization has commonly been seen as elusive because while institutional motivations are often clear, the specific objectives and goals of individualized internationalization efforts are ill-defined.

Educational Objectives of Internationalization

A diverse range of established and evolving learning objectives for international education activities are varyingly employed by educational institutions, for different purposes and constituencies. Understandably, some internationalization efforts are built upon many of the traditional foundations and understandings of how learning occurs. Often, appropriate learning goals and measurement tools are not employed at all for international experiences; instead, the promotion and assessment of these objectives rely on traditional campus- and classroom-based ways of understanding learning. Many institutions do, however, seek particular outcomes and recognize distinct learning goals and modalities of measurement for international activities that are components of larger strategies to internationalize education. Alongside the increasing attention to assessing student learning outcomes, there has been growing interest in understanding and documenting what students learn through education abroad programming (Bolen, 1997; Gray, Murdock, & Stebbins, 2002; Steinberg, 2007; Vande Berg, Connor-Linton, & Paige, 2009). Higher education instructors and administrators want to understand and be confident in the learning that results from students having been abroad. This interest in

learning and other outcomes has been further heightened as a result of the rapidly growing popularity of and participation in education abroad. The growing number of students going abroad as part of their educational experience, combined with a growing call for accountability in terms of learning outcomes, has spurred a movement to better assess and document what students are learning through their experiences abroad (Ogden, 2010).

Models of international education (and education abroad in particular) are dramatically distinct in terms of the way teaching and learning happen, and as such, a distinct set of understandings and goals around learning have become commonplace in the field. While some of these goals and learning objectives are shared across the field, they are often defined by higher level international education missions that vary considerably from institution to institution, and from individual to individual. Unique purposes, environments and models mean new ways of understanding, designing, implementing, measuring and assessing learning. This is especially true for teaching and learning that take place in international off-campus settings.

Higher education institutions want more students to have international experiences, and to benefit from the improved globally literacy that is a direct product of international experience and education (Vincenti, 2001). Students also want their educational experiences to be more international, and research shows that students actively support curricular integration of international content, provision of international activities, and the presence of international students on home campuses. A large-scale study by the American Council on Education (2005) revealed that students had positive views of institutions that

emphasize international education, and had positive experiences attending institutions that did the same.

A substantial amount of research has explored various facets of student learning within the domain of education abroad, including intercultural sensitivity (Paige et al., 2002), global sensitivity and awareness (Chieffo & Griffiths, 2004; Golay, 2006; Kehl & Morris, 2007), identity and personal development (Dolby, 2007; O’Callaghan, 2006), intercultural competence (American Council on Education, 1995), “intercultural and transformational learning” (Brewer, 2010), and changes in attitudes and behaviors (Carlson & Widaman, 1988). A wide array of learning outcomes has been well-documented in the literature for post-secondary students who participate in education abroad opportunities (Kauffmann et al., 1992; Riskedahl, 1997; Waldbaum, 1996; Ybarra, 1997). The existing literature supports the idea that study abroad can provide these desired outcomes and benefits (Steglitz, 1993; Waldbaum, 1996; Ybarra, 1997). This large body of student-centered research focusing on the impact of international experiences has helped to identify a diverse range of areas and ways in which both personal growth and professional educational learning takes place. These include improved intercultural communication and foreign language skills, increased maturity, self-reliance and leadership, increased interdisciplinarity (Vincenti, 2001), and enhanced interpersonal skills, intellectual growth, and the ability to “negotiate discrepancy” in a new and/or foreign environment (Kaufmann, et al, 1992).

The educational benefits of international exposure and experience are essentially unquestioned with regard to institutional goals to internationalize (International

Association of Universities, 2012). One of the most in-depth studies of the long-term impact of education abroad, *Beyond Immediate Impact: Study Abroad for Global Engagement* (SAGE) involved over 6,000 past education abroad participants in examining the personal and professional outcomes associated with education abroad (Paige, Stallman, & Josic, 2008). Among its results, the study found a significant relationship between education abroad experiences and future global engagement. Surprisingly, this was found to be true regardless of the duration of the abroad experience (Fischer, 2009).

It is clear that many of the learning outcomes that students derive from international education experiences are not directly or exclusively related to the educational component of those experiences. Rather, they come from such aspects of those experiences as exposure to new places, peoples and ideas, being outside one's comfort zone, and making new connections. This is not to say that the educational component does not serve an important function in the experiences or learning outcomes for students who study abroad. Indeed, the academic component of education abroad activities makes many critical contributions, from inspiring and providing avenues for participation, to structuring specific kinds of activities and learning that might not otherwise happen as a result of simply traveling.

What is increasingly clear from a review of a small but growing body of research is that faculty members (and other educators) glean many of the same learning benefits as do students as a result of their participation in international activities, especially in terms of personal learning (American Council on Education, 2012; Goodwin & Nacht, 1991; Heely, 2005). This is supported by research showing that faculty members who partake in

international education activities experience an enrichment of their cultural sensitivity and understanding (American Council on Education, 2012; Fung & Filippo, 2002). The same authors point out that “even professors can have misconceptions about cultural differences.” Professional educators “lack international consciousness and involvement” and occasionally generalize about cultural conditions that are basic to a given country (Altbach & Petersen, 1998; Viers, 2003). In the area of self-understanding, Goodwin & Nacht (1991, p. 50) found that when removed from familiar surroundings faculty, like students, learned much about themselves and the cultures they come from. Their research subjects reported that they gained greater levels of “sensitivity, tolerance, and empathy for the problems of others,” developed “cultural humility” and learned “more about our own norms and values” even than about those of the societies visited while abroad.

Faculty are both educators *and* students of a sort who have room to be educated themselves through the direct interaction with people of different cultures that international experiences provide. Those who argue that teaching is the most powerful way to learn would make a case that educators stand to gain even more than students in terms of personal and professional learning while participating in academic experiences abroad. Goodwin and Nacht (1991, p. 15) write that professional involvement with overseas programs is “one of the most promising unexploited and even unexplored devices to provide U.S. faculty with the benefits of an international experience.” Their study of faculty study abroad leaders in universities across the U.S. noted that “a particular characteristic of the new study abroad program is that often the leader knows little more than the students about the place where they settle. Study abroad, then, becomes a mind-expanding experience for the leader as well as for the led.”

That said, there are specific areas in which faculty learning and development is necessarily distinct from that of students, particularly in the professional realm. Involvement in education abroad activities has been noted as having a significant influence on course content and teaching strategies of faculty members who have participated in international travel, teaching or research. Several studies reveal higher levels of internationalization in the courses that faculty teach at home compared to those offered by faculty without international experience (American Council on Education, 2012; Bull, 1996; Heely, 2005). Goodwin & Nacht (1991, p. 46) found that “enough scholars testified to improvement in their teaching as a result of experience overseas for us to conclude that some generalized phenomena must exist.” Scholars they talked to emphasized the important point that “no amount of book learning can substitute beyond a certain point for foreign experience.”

Raby (1995) and Goodwin and Nacht (1991, p. 48) have described the internationally-inspired transformation of some faculty they interviewed as something mystical. Faculty studied recounted some of their international experiences in unusually profound terms, describing them as a “stimulus to intellectual creativity,” an “intellectual catharsis,” and a personal rejuvenation. These studies indicate that education abroad experience may produce important learning outcomes for faculty member in terms of fresh approaches to on-campus and classroom-based teaching responsibilities that are inspired by their international experiences.

Faculty who spent time engaging in international activities reported significant benefits to their research activities, including the development of new ideas, inspiration for existing research pursuits, and valuable opportunities for developing contacts and

collecting data (American Council on Education, 2012). While some faculty (and institutions) find the international experience a distraction from normal research activities and responsibilities, faculty who are able to dovetail international program leadership with research report that the experience is an asset to their research pursuits (Goodwin and Nacht, 1991).

Faculty have also reported additional professional benefits accrue from their experiences abroad, including the development and maintenance of contacts relationships with peers and students: Faculty actively involved in international scholarship will likely be in regular contact and maintain connections with colleagues in other countries. They will also “sustain international competence” by being able to stay current on conditions in the field in the places they study and visit (Goodwin and Nacht, 1991, p. 16). A final outcome for faculty engaged in education abroad work bridges the personal and professional: the connection to, and understanding of students, that so often results from the intensive and dynamic relationships characteristic of programs abroad. In contrast to the more static, limited and predictable relationships characterized by classroom teaching on the home campus, Goodwin & Nacht (1991) reported that faculty developed increased degrees of sensitivity to students and their problems, which in turn made them better counselors. Viers (2003) found that faculty who spent time abroad with students were more likely to serve in mentoring and advising roles with those students during and after their international experiences. Festervand and Tillery (2001, p. 109) wrote that “specific benefits or aspects of professional development accrue to a faculty member who participates in an international education experience. These benefits include academic validation, intellectual growth, acculturation, academic administration, and cognitive

repositioning.” These myriad development and learning outcomes for faculty are little recognized but clearly important to the extent that institutions seek development of faculty, particularly in the international arena. “The effects of study abroad on the leaders themselves are seldom taken into account...but often they are great” (Goodwin & Nacht, 1991, p. 15).

Another way in which international education learning goals and outcomes are understood is in terms of personal versus professional learning (Viers, 2003). Learning in both of these areas is commonly sought as matter of educational practice within the field, and it is worthwhile to distinguish between the two, both in a definitional sense as well as in terms of how they are similarly or differently relevant to students and educators. Professional and personal learning can generally be equated to hard and soft skills, respectively. Professional learning tends to be tied to skills such as foreign language competency, factual knowledge of international history, countries, and cultures. It also includes knowledge about global systems, dynamics and areas such as cultural relativism. Research supports the role of study abroad in fostering these types of academic and cognitive learning in program participants (Carlson & Widaman, 1988). Sutton and Rubin (2004) refer to this latter learning outcome as knowledge of global interdependence, and point out that it is commonly referred to as the most fundamental reason why international experiences should be supported for learners. Other types of learning often included in the professional category include functional and other outcomes of international experiences that are more asset-oriented, such as international survival skills, as well as international contacts and relationships, which may or may not be considered traditional academic learning outcomes (Sutton & Rubin, 2004).

Personal learning has been heavily researched with respect to international education experiences, and is most often understood in terms of soft skills tied to personal growth and maturity. Because these facets of learning are considered important outcomes, if sometimes byproducts, of the educational experience, they have come to be frequently and explicitly linked with international experiences. Hence they have been closely examined in relation to these activities. Involvement in academic international activities has been shown to provide a critical context for learning, personal growth and professional development both among students and faculty (Heely, 2005).

Contemporary Trends in Internationalization

Internationalization activities within higher education are increasingly diverse, and take place both at home as well as abroad (Knight, 2004). The majority of these efforts are growing in popularity. Among the most common models of international experiences (abroad) are study-abroad experiences, independent study and internship opportunities, joint- and double-degree programs, visiting scholar programs and international research.

Campus-based “at-home” internationalization efforts are varied and include campus-based international studies, area studies or thematic studies, internationalization of curricula via international content enrichment, foreign-language instruction, and foreign/international students and visiting scholars who come from abroad to study, teach, or conduct research on campus (Siaya & Hayward, 2003). More recently and in increasing numbers, they also include articulation and validation models, as well as franchising and ‘twinning’ of home institutions in locations abroad (Altbach & Knight, 2007).

Knight (2004, p. 15) provides a taxonomy of high-level internationalization approaches for institutions. Here, approach refers to the “values, priorities, and actions that are exhibited during the work toward implementing internationalization” and is used to “describe and assess the manner in which internationalization is being conceptualized and implemented.” This taxonomy includes the following internationalization approaches:

- Activity (activity-focused on study abroad, academic programs and projects, branch campuses, etc.).
- Outcomes (focus on desired outcomes - competency, exposure, agreements, and partnerships).
- Rationales (concerns standards, generation of revenues, pursuit of cultural diversity, student and staff development).
- Process (focus on teaching, learning, and service).
- At home (emphasis on internationalized campus-based culture, climate and activities).
- Abroad (focus on delivery of education in/to other countries).

The dramatic growth of international education activities has been particularly keen in recent years (Altbach & Knight, 2007). Enrollment in U.S.-based institutions’ education abroad programming has steadily increased since the mid-1990s, from under 100,000 in the 1996-1997 academic year, to nearly a quarter of a million in 2006-2007 (Institute for International Education, 2008). Two decades of unprecedented growth have forced many stakeholders within higher education to take a much greater interest in the need international education as well as its outcomes. This growth represents an ever-increasing recognition among individuals and institutions alike – including nations as actors in the

educational arena – that creating and fostering opportunities for global learning, interaction and cooperation are critical in a world where intellectual and operational integration are part of the global landscape.

The supply of education abroad opportunities is growing thanks to a proliferation of institutions dedicating resources and energy to sending and receiving students and educators across borders. A recent survey by the Forum on Education Abroad (2008) indicated that 75% of responding institutions are actively trying to send a greater number of students abroad. 52% of institutions reported an increase in study abroad participation of 11% or more in the 2003/04 academic year. 87% of institutions reported an increase of at least 1%.

Another recent and widely noted study by the Institute for International Education (2008) also highlights persistent and marked growth in various areas of international education involving international student mobility. This annual study, the most comprehensive look at international education in the U.S., found that record numbers of U.S. students are studying abroad. This number increased 8% in the past year, to 241,000. The report highlights the notable growth in study abroad activities during the past decade: trends include a 150% growth over 10 years, more students choosing a greater range of non-traditional (non-Western European) study abroad destinations, increase in new program opportunities, and more partnerships between higher education institutions in the United States and abroad. Although it is not known how much of the increased demand for international education will be connected or credited to specific models, the mobility of

students, programs and providers across international borders will “significantly grow” (Altbach & Knight, 2007).

Despite certain indicators that point to significant growth in study abroad, the raw number of people – both students and faculty - in higher education who pursue education abroad and other international opportunities is small. While the level of growth in many areas of international education and education abroad has indeed been impressive, the majority of U.S. students do not participate in education abroad opportunities (American Council on Education, 2006). Those students who do participate represent a tiny fraction of the higher education student population. “At most institutions of higher education in the U.S., students’ participation in study abroad falls dramatically short of what would be desirable given the broadly shared aspiration to educate globally competent students” Paus & Robinson, 2008, p. 33). According to the American Council on Education (2012, p. 17) 42% of higher education institutions reported “no study abroad activity among their 2011 graduates, and 36% reported less than 5% studies abroad.”

The total number of U.S. students who studied abroad during the 2006-2007 academic year (241,000) represents a mere 1.5% of the approximately 16 million undergraduate and graduate students in the country. The recent Lincoln Commission report on study abroad (2005) set a goal of sending one million U.S. students abroad, four times the current number, within the decade.

Challenges to Expanding International Opportunities

Most agree that international education opportunities, including international activities abroad, are likely to grow. However, the future of international education is

notoriously difficult to predict. Experts acknowledge that “internationalism will remain a central force in higher education, though its contours are unclear” (Altbach & Knight, 2006, p. 8). Despite a very positive long-term outlook, many factors make it hard to foresee which internationalization models will survive and thrive, and what the pace of growth and expansion will look like. Among the factors that create challenges, risks and uncertainty with regard to existing growth trends in internationalization:

- Institutional leadership may not perceive internationalization as relevant, and/or lack a coherent and functional internationalization strategy (Raby, 2007).
- Capacity issues may limit the supply of activities that rely on willing and qualified faculty, institutional supports, and infrastructure (Institute for International Education, 2007).
- Politics, immigration and national security concerns may inhibit the flow of people, and have already had a noticeable impact on academic mobility in the post-9-11 world (American Council on Education, 2002; Altbach & Knight, 2007).
- Increasing concern about health and safety risks while traveling abroad may inhibit people from seeking international opportunities.
- The expense associated with studying abroad may play a significant role as costs increase and funding dwindles. Many institutions report concerns that decreasing institutional funding to support administration, and a dearth of scholarships for students, are the greatest hurdles to increased capacity and participation (Raby, 2007; Altbach & Knight, 2007).
- Study abroad demand may waver as “buying” countries develop their own higher education infrastructures.

- Institutions may fail to gauge – and respond to – student demand for particular program models, and for specific destinations or disciplinary offerings.
- Institutions may compartmentalize international education opportunities, which consequently become peripheral, or add-on, activities within the larger educational context of an institution (American Council on Education, 2006).
- The proliferation and advancement of technology and communications may expand the role of distance learning as an alternative to authentic international experience (Altbach, 2007; Altbach & Knight, 2007).
- Standards and quality – the lack of widely accepted or followed standards may prove challenging if demand for quality, accountability and ethical practices continues to grow.
- Institutional commitment may be an issue; despite growth and positive change in the sector, 63% of U.S. institutions report not having set targets for increasing enrollment in study abroad programs that send students abroad (Forum on Education Abroad, 2008).
- The expanding use of English and decreased diversification of languages used in international business and affairs is likely to impact international mobility and the focus on languages (and associated countries and cultures) studied (Altbach & Knight, 2007).

At the same time that internationalization is facing challenges, and is subject to the uncertainties listed above, the world is in many ways becoming a friendlier place for study abroad as travel, communications and other critical infrastructures develop in ways that encourage the movement of people. More than anything, the proliferation of international

opportunities and activities has been fostered by the mutual interest in internationalization that is shared among educational institutions, governments, and the expanding private sector entities that “complement, cooperate and compete with” as well as profit from the international missions, needs and efforts of institutions (Knight, 2004, p.7). While overall access to and participation in international activities is very low, the significant and steady growth in this area, combined with the expansion and improvement of other “at-home” based international education opportunities, should be encouraging to advocates of internationalization (Institute of International Education, 2007).

Faculty and Education Abroad

Initiatives involving the mobility of student and faculty constitute an important part of broader internationalization strategies and efforts (Navarro, 2004). Among the strategies for achieving internationalization through international experience, study abroad plays a major role (Bolter, 1994; Laesvirta, 1995). The modern U.S. college student is under ever-increasing pressure to be educated for life in an ever-more globalized world, and education abroad is a proven vehicle for developing global perspectives in students (Braskamp, 2008). Like other models for facilitating international education, education abroad has a number of variations which include programs of varying length, size, focus, and number of credits (or lack thereof); and there are also notable distinctions between those that are individual versus group opportunities, and those that are offered by home institutions versus private or third-party providers. A 2012 report on U.S. campus internationalization by the American Council on Education reported that “nearly all (98 percent) doctoral institutions operate such programs, along with three-quarters or more of master’s and baccalaureate institutions (p. 17).”

Faculty-led programs, those designed and led by faculty from a specific institution, and intended primarily for student from that institution, constitute the most popular vehicle for international student experiences (Institute for International Education, 2008). They are typically distinguished by their length, or term, which varies widely. Overall, participation is weighted predominantly and increasingly in shorter term experiences of 2-8 weeks (55%) compared with mid-length programs (36%) and full academic or calendar year abroad programs (under 5%). Despite concerns among international educators about the educational value of short-term programs and the trend toward shorter international experiences, recent research shows that many of the key desired outcomes of international academic experiences are, over the long term, served equally well by short-term programs (Chieffo & Griffiths, 2004 & 2008).

This section discusses some of the relevant dynamics of the faculty-led education abroad model, and its central role and importance within the critical areas of faculty professional development, campus internationalization efforts, and student learning. University faculty and administration have come to see faculty-led programs as ideal vehicles for rigorous educational experience, and for fostering global citizenship among students (Williamson, 2010). Faculty-led programs typically represent individual institutions and members of that institution's educational community. For this reason, the model is in a unique position to simultaneously represent the institutional, programmatic and individual experiences and outcomes of international activity. The model is also found in all types of institutions of higher education (Institute of International Education, 2008) and hence is useful for highlighting issues of broad relevance throughout the higher education sector. Additionally, unlike other models for education abroad, there is a distinct

group dynamic that comes from the experience of a defined cohort of people, and from the *learning community* that comes from, represents and returns to a particular institution.

Finally, faculty engagement has been cited as one of the most critical components of successful internationalization efforts: among the many models of education abroad, the faculty-led programs most actively and intensively bring faculty into the process, and product, of international education (American Council on Education, 2003). “When faculty are convinced of the value of learning abroad and see how it would fit into their students’ course of study and the kind of opportunities that are available, they are much more likely to encourage their students to pursue such possibilities” (Paus & Robinson, 2008, p. 47).

Other characteristics and benefits of faculty-led education abroad programs include some which are common to other models and several that are unique to the faculty-led approach. Typically, these programs

- can (in aggregate) provide access to large numbers of students, in comparison to traditional direct exchanges of individual or small numbers of students
- operate in diverse locations, as compared to fixed-location programs or branch campuses
- assist in internationalization of home institutions and faculty, not only students
- provide for more engaged contact between students and professors and other academics than typical on-campus offerings
- allow institutions to handle the risks and the health and safety concerns more directly, as opposed to outsourcing them to other educational institutions or third parties

- allow faculty to teach courses that are often new and specialized, and related to both their academic interests and the place of study
- expand the diversity of learning opportunities by offering students the chance to take courses unavailable on their home campuses
- enrich US higher education by enabling relationship-building opportunities between people – both faculty and students – from different institutions and cultures

The following section discusses the institutional conditions that affect, both positively and negatively, the critical area of faculty involvement in internationalization and education abroad activities.

Faculty Engagement in International Education

A wealth of scholarly research indicates that the success of an institution's internationalization efforts is dependent upon the level of faculty involvement and engagement within the institution (American Council on Education, 2012; Brewer, 2010; Carter, 1992; Goodwin & Nacht, 1983; Green & Olson, 2003; Heely, 2005; James & Nef, 2002; National Association of State Universities and Land Grant Colleges, 1993; Navarro, 2004; Paus & Robinson, 2008; Rasch, 2001; Samaan, 2005; Schweitz, 2006; Viers, 2003;). On account of the direct influence and impact that faculty wield on the teaching, research, and service missions of higher education institutions, as well as student decisions around participation, they have long been acknowledged as a central contributor and gatekeeper in the process of institutional change and the internationalization of knowledge (Bond, 2003; Cleveland-Jones, Emes, & Ellard, 2001; Festervand & Tillery, 2001; Welsh, 1997).

Faculty, in their diverse institutional roles, are both tied to and imbued with authority over activities that are intimately linked to many of the efforts that characterize internationalization processes. These include curriculum design and development (Bond, 2003; Ellingboe, 1998; Harari, 1992; Mestenhauser & Ellingboe, 1998; Nilsson, 2000), scholarly collaboration and research, (Green & Shoenberg, 2006), interdisciplinary engagement (Knight, 1999; National Association of State Universities and Land Grant Colleges, 2004; Olson et al., 2005; Paige & Mestenhauser, 1999) and many of the common service functions of their institutions (Ellingboe, 1999; Mestenhauser, 2002; Nilsson, 2000). On account of this involvement and influence, faculty are often in a position to determine whether and how to integrate international content and activities into their teaching, research, service and other work (Green & Olson, 2003). Furthermore, as Paus & Robinson (2008, p. 45) write, “increased involvement of the faculty may well hold the key to tackling barriers to student participation in study abroad.”

Research indicates that this broad and deep influence, authority and discretion of faculty makes their engagement in internationalization efforts essential if the processes of internationalization are to impact and benefit the diversity of constituents that make up the campus community (Backman, 1984; Bond, 2003; Brewer, 2010; Paus & Robinson, 2008; Stohl, 2007). “If international activities are central to the curriculum and supported by the administrative practices, they can become part of...the faculty culture, and thus inspire the faculty engagement needed to make international experiences a reality” (Vaz & Demetry (2010, p. 4).

Scholarship on Faculty and Internationalization

The following articles and empirical studies examined at some level the question of faculty engagement and participation in internationalization processes, education abroad, or international activities at the higher education level. These works demonstrate that the literature on faculty engagement in internationalization is limited, has seldom focused on education abroad activities, and routinely suffers from methodological limitations in the scope of research: these factors do not make their findings amenable to generalization.

Viers' (2003) qualitative study examined some of the characteristics and determinants of faculty involvement in international scholarship. However, Viers' research was limited to a small number of faculty members from a single academic program at one institution. Moreover, Viers' study was not directly related either to internationalization as an institutional process, nor education abroad activities. Viers concluded that further research was necessary on practices that encourage faculty engagement in international scholarship.

A mixed methods study by Navarro (2004) analyzed factors affecting faculty participation in the internationalization of the curriculum. The study, which did not address education abroad in its treatment of curricular issues, was also limited to faculty in two institutions, and specifically to their departments of agriculture. Navarro concluded that further and more thorough assessment was needed to identify and analyze institutional strategies aimed at promoting the participation of faculty in internationalization efforts.

Dewey and Duff (2009) conducted a study on the perspectives of university faculty as they relate to the goals, strategies, and processes of internationalization. The study relies on a case study of internationalization processes in a single institution and department. While the study does address barriers to internationalization, it addressed neither the question of faculty engagement, nor the use of education abroad programming as a vehicle for enhancing international activities and meeting internationalization goals.

Heely (2008) conducted a study examining how international work and study experiences are perceived by higher education faculty (and other adults), and how these experiences and perceptions contribute to their professional practices and lives. This qualitative study collected the life histories of ten adults and higher education faculty with international experiences. While it found international experiences to be meaningful, it was mainly a contribution to the literature that supports the value of general international experience – academic and otherwise - for learners.

A dissertation study by Rasch (2001) examined faculty member perceptions of the importance of study abroad, the role of faculty in these programs, and the impact of these experiences on the personal and professional lives of faculty. Rasch first conducted a pilot study to identify key questions of interest within higher education institutions related to faculty roles in study abroad. The final study looked at just one institution as a case study for exploring faculty perceptions, expectations and experiences related to their roles in study abroad programming. Among its findings, the study generally argues that the voice of faculty involved in study abroad offers is important in initiating discussions on campus about a wide range of issues related to the enterprise of study abroad and the faculty role

therein. The issues include: the importance and impact of study abroad and experiential learning; considerations related to student growth, safety concerns, and learning goals; and the ways in which faculty wield influence, play numerous roles, and benefit from their involvement in study abroad.

A study by Goode (2007) explored faculty involvement in education abroad. However the study was of very limited scope, looking only at the particular role of faculty directors of one model of education abroad program, and at just a single undergraduate liberal arts college. The study mainly examined how faculty conceptualize their own roles in education abroad programs, and to what extent they have and benefit from intercultural experience and preparation.

Brewer (2010) conducted a study at one small, liberal arts college to examine how international partnerships play a role in the internationalization of faculty, particularly their role in the internationalization of curricula. The single case study of a partnership between the college and a Chinese university offers an example of how a specific internationalization tactic can promote faculty and hence curricular development. However, the conclusions of the study are difficult to generalize, and say little about the institution's role in promoting or facilitating faculty involvement. The study notes that activities beyond student exchange partnerships, such as the one examined, require institutional strategies and faculty ownership --factors which did not receive treatment in the study.

In an article particularly relevant to the present study, Stohl (2007) argues that the engagement of faculty constitutes the main hurdle for institutions seeking to foster long-

term internationalization. Stohl argues that while student mobility across borders through education abroad programming has been successful, the lack of faculty engagement in these activities has hampered their growth and limited the internationalization benefits that institutions themselves stand to derive from student and faculty participation in these activities. Stohl does touch on one of the findings of this study, which is the potential for scholarship and teaching to improve as a result of the way institutions and their cultural values reward faculty engagement in internationalization efforts and activities.

A study by Childress (2007) explores the gap between rhetoric and practice in higher education internationalization by looking specifically at the obstacles to greater faculty engagement in internationalization. The study (and Childress' subsequent 2010 book) argues that the lack of faculty engagement is responsible for the widespread failure of institutions to transcend rhetoric and make comprehensive internationalization a reality. Childress identifies best practices of institutions that have succeeded in broad engagement of faculty in the internationalization process. Childress' work is germane to the present study because it identifies and describes best practices, and offers concrete recommendations for institutions seeking to promote internationalization. At the same time, the relevance of the study is limited by its generalized look at internationalization (as opposed to education abroad), and by the fact that, like other studies described above, the scope was limited to just two institutions which were pre-identified as successful in their internationalization efforts.

Barriers to Faculty Participation

The relationship between internationalization goals of individuals and institutions, and the conditions supporting the achievement of those goals appear to have significant room for improvement. In most cases, internationalization is a complex and long-term process that relies on wide participation by, and “full engagement of a broad spectrum of faculty” (American Council on Education, 2003 & 2006). The discussion that follows examines in greater depth the relationship between interest in supporting internationalization, and the conditions that inhibit and support faculty participation in study abroad. It is based on several core assumptions: a) faculty-led education abroad programs represent a major area of growth in, and critical tool for educational internationalization (Bolter, 1994; Laesvirta, 1995); b) broad faculty participation is a lynchpin to this desired outcome (American Council on Education, 2003); and c) faculty are adversely affected by numerous conditions that inhibit their participation in study abroad programs (Goodwin & Nacht, 1991; American Council on Education, 2003). Understanding barriers and supports to faculty participation can provide fertile ground for new developments in institutional policy and practice that foster greater participation, and in turn, improved and increased internationalization of higher education.

Haas (1996) reported that 92% of U.S. faculty members believe that international opportunities and connections are important, and that “universities should do more to promote student and faculty mobility from one country to the next.” However, a Carnegie Foundation study showed the American professoriate to be the least committed to internationalism among 14 countries studied (Altbach & Lewis, 1998). This is a significant

problem when contrasted against the widespread belief that faculty are central and critical players in internationalization efforts (Viers, 2003; American Council on Education, 2003).

Faculty engage in internationalization in many different ways, and for a wide variety of reasons (Childress, 2008; Goodwin & Nacht, 1983; Green & Olson, 2003). Across the spectrum of engagement, faculty members take on roles as advocates for, participants in, and at times active opponents to internationalization.

Despite the well-recognized importance of faculty engagement in internationalization processes (Childress, 2008; Festervand & Tillery, 2001; Fischer, 2007; Samaan, 2005; Viers, 1998), faculty can and often do face a gamut of obstacles that hinder their involvement in internationalization efforts. This is complicated by a certain resistance to the change that the internationalization process implies and requires. While this appears to be changing, research from recent decades shows that some faculty do not recognize the benefits of internationalizing curricula and research (Bond, 2003; Cleveland-Jones et al., 2001; Tung, 1992). For this reason, and others explained below, it can be extremely challenging to muster sufficient interest and widespread willingness among faculty members to supporting these efforts (Childress, 2007; Green & Shoenberg, 2006)

At many institutions, the successful development and growth of faculty-led study abroad programs is subject to a key bottleneck: the decision by faculty to create and lead them. Because faculty are seldom compelled by institutions to take students abroad, faculty-led programs are in large part reliant on *conditions* that encourage and enable faculty members to make the decision to undertake the substantial work of leading and teaching students abroad. "Faculty can only play an active role if an environment is created

that ensures professional development, scholarship and public service in the international setting are valued” (National Association of State Universities and Land Grant Colleges, 1993; Raby, 2007). Students recognize the important role that faculty play in their own international education. Yet despite the belief among students that faculty should be deeply involved in this aspect of their learning, most only report faculty involvement as “moderate” (American Council on Education, 2005). Wade (2008, p. 106) also notes that “faculty are more likely to participate in engagement activities that take less time and preparation, such as public service, than time-intensive engagement activities that require careful planning but could be more directly tied to faculty roles and responsibilities.”

Given the clear contrast between the acknowledged importance, and the many challenges, of securing and sustaining faculty engagement in internationalization, particularly given the modern internationalization imperative, it is ever more important to understand the barriers that confront - and those that are created by - faculty in institutional efforts to internationalize (Childress, 2008; Mestenhauser & Ellingboe, 1998). The challenges of engaging faculty in internationalization have been broadly defined as institutional and individual barriers (Bond, 2003; Green & Olson, 2003). The sections that follow use these categorizations to explore the literature to date addressing the challenges to faculty engagement in internationalization.

Institutional Barriers

As noted above, numerous obstacles exist which impede faculty involvement in internationalization, despite the overwhelming view of the importance of faculty

engagement in successful internationalization efforts (Childress, 2008; Fischer, 2007; Samaan, 2005; Viers, 1998).

The institutional conditions that limit faculty engagement are numerous. They include existing teaching, research and administrative responsibilities, insufficient rewards and recognition associated with the study abroad faculty leader role, a lack of logistical support, a lack of departmental and supervisory backing, disciplinary barriers, a lack of institutional leadership & commitment, insufficient faculty training, hurdles created by required qualifications to lead programs, student access and enrollment issues, risk aversion, concerns about liability, funding issues, and others (American Council on Education, 2003 & 2006; Friedrich, 2011; Lim, 1995; Barnhart, Ricks & Speier, 1997; Goodwin & Nacht, 1988; Rasch, 2001; Reimer, 1992). In noting how critical faculty are to campus-based and off-campus internationalization, the National Association of State Universities and Land Grant Colleges (1993, p.1) reported that “on all too many campuses, international education administrators have difficulty involving faculty in overseas programs because university policies do not adequately support faculty on international assignments” and that “administrators searching for effective vehicles to meet the challenge [to internationalize] do not recognize faculty as a major instrument for internationalization often enough.” In the presence of significant institutional barriers to participation in international activities, only the most enthusiastic and committed faculty will choose to engage, yet even many of these faculty may opt out because of the personal hurdles and professional costs (American Council on Education, 2003). “Faculty can only play an active role [in internationalization] if an environment is created that ensures that professional development, scholarship, and public service in the international setting are

valued” (National Association of State Universities and Land Grant Colleges, 1993, p.2).

While there are many institutional barriers affecting faculty involvement in internationalization, several broad categories represent the majority of factors cited in the research.

Finances and Funding

Not surprisingly, a dearth of financial resources dedicated to internationalization efforts retards the creation of incentives that would otherwise encourage faculty engagement in international activities (Bond, 2003; Childress, 2008; Ellingboe, 1998; Engberg and Green, 2002; Green & Olson, 2003). While some internationalization activities are undertaken at minimal cost (such as on-campus curriculum development) others can involve substantial costs related to overseas activities and course buyouts, to name just a few of the areas in which funding limitations may preclude faculty participation. Even in instances where the availability of financial resources may not be an issue at the institutional level, allocation of those resources within the institution can present challenges when faculty development and other faculty-centric activities are seen as under the funding purview of individual departments (Bond, Qian, & Huang, 2003; Carter, 1992; Davies, 1992; Ellingboe, 1998; Goodwin & Nacht, 1983; Green & Olson, 2003; Green & Shoenberg, 2006; Harari, 1992; Steers & Ungsen, 1992; Tung, 1992).

The literature points to other ways in which disciplinary idiosyncrasies can wield strong influence – both supportive and inhibiting – on whether and how faculty engage in international education and other activities. Green & Shoenberg (2006) highlighted the rather obvious fact that engagement on both the institutional and individual level is more

likely within disciplines that are more inherently international and/or comparative. The proclivity of certain disciplines toward isolation or collaboration can impact levels of international activity to the extent that engagement opportunities are fostered by greater collegial connection or alignment with institutional goals and initiatives. As such, barriers between departments, or between departments and their own institutions, can impede the collaboration and resource-sharing that is often a key ingredient in international education (Bond, 2003; Childress, 2008; Ellingboe, 1998; Knight, 1994, Wade, 2008).

Rewards and Recognition

The many kinds of rewards and recognition given by colleges and universities can shape the behavior of faculty (Blackburn and Lawrence, 1995; Friedrich, 2011; Omeara & Braskamp, 2005). Not only do faculty reward structures serve as indications of what is valued by the institution, they are also clues to what motivates faculty to participate in activities considered outside their standard duties. “Institutional reward systems and individual preference interact to determine the commitments faculty make to different activities” (Omeara & Braskamp, 2005, p. 226).

Boyer (1990) and others have written extensively on the impact of post-secondary institutions’ emphasis on research activities and how this phenomenon tends to devalue the other required and optional activities that faculty commonly undertake. Historically, promotion and tenure systems that reward research and publication activities routinely do so at the expense of service and administrative activities, as well as extracurricular and non-traditional curricular activities such as study abroad.

A significant body of research reveals that many higher education institutions do not recognize international activities in faculty reward systems and only rarely acknowledge the value of faculty involvement in international activities (Carter, 1992; Ellingboe, 1998; Siaya & Hayward, 2003; Viers, 1998; Welch, 2007). As a result, “faculty participation in internationalization activities, such as integrating international perspectives into courses, applying for grants to conduct international research, and applying for fellowships to teach overseas, tend not to be recognized and rewarded” (Childress, 2008, p.84). Childress (2007), Bond (2003) and others, most notably the National Association of State Universities and Land Grant Colleges (1993) have written that on account of prevailing reward systems, faculty sometimes view their own participation in international activities as professionally counterproductive.

Personal Barriers

Compounding the institutional barriers discussed above are social and personal factors that may play a role in the behavior of faculty. These factors, or contingencies, may include personal attitudes as well as life events which may or may not be voluntary (Blackburn and Lawrence, 1995; Childress, 2008; Ellingboe, 1998; Friedrich, 2011; Goodwin & Nacht, 1983; Green & Olson, 2003; Navarro, 2004). Tackling the above-mentioned barriers to participation in international education activities is necessary, but not sufficient, to foster growth in international experiences within higher education. Clearly, there are also individual and personal conditions that inhibit faculty participation in these and other co-curricular programs (Friedrich, 2011; Raby, 2007; Viers, 2003). Personal conditions include family and non-professional obligations, proclivity to travel, ability and willingness to take on the workload associated with international activities, lack

of international outlook, limited international contacts and resources, and the willingness to assume a high level of responsibility for students while abroad (Raby, 2007).

Faculty attitudes towards international education activities run the gamut from support to opposition, and can be entrenched and difficult to change. Brandt (1992) (as cited in Navarro, 2004) argued that “faculty must ‘internalize’ the value of internationalization as a prerequisite to involvement.” Several studies have revealed a lack of faculty interest and support as major obstacles in internationalization efforts within U.S. institutions (Leibold, 1997; Navarro, 2004; Singha, Skaggs, & Nelson, 1996). It has been noted that academics often harbor negative attitudes toward study abroad, specifically. This can include and be fostered by the belief that students cannot be adequately educated at foreign institutions or outside the campus-based environment and structures, especially in relation to departmental requirements. Such resistance is rooted in the proclivity of some faculty and programs to want to deliver a preconceived and rigidly defined educational product. Whatever the case may be, as Stohl (2007, p. 368) writes, “if the faculty does not value international learning, international research, international research collaboration, international development work, or international service it will not be rewarded.”

Other research has shown that exposure to different cultures and international experience may impact engagement of faculty in international activities within their institutions (Bond, 2003; Childress, 2008; Green & Olson, 2003). Faculty with overseas and intercultural experience are more inclined to integrate international perspectives into their teaching, while those lacking this experience undervalue international perspectives in their

teaching and research (Bond, 2003; Childress, 2008; Ellingboe, 1998; Green & Olson, 2003; Mestenhauser; 1996).

Recommendations for Engaging Faculty

Many recommendations for enhancing faculty engagement and participation in international education and internationalization efforts have been put forward in the literature, and tested to varying degrees in the field.

At the institutional level, colleges and universities need to integrate internationalization strategically, and embrace it as a norm that is central to the work of the institutions (Arum, 1987, Johnston & Edelstein 1993; Raby, 2007; Viers, 2003). From this, a range of more specific strategies can follow.

Funding & Support

Institutions must support – both in theory and in practice - the work of internationalizing education, whether bringing international perspectives into curricula and classrooms, or working, teaching and learning across borders (Harari, 1992; Navarro, 2004; Raby, 2007; Singha, Skaggs, and Nelson, 1994). Navarro (2004) writes of the many forms that nonfinancial support may take, including leadership, guidance, and simple encouragement; the creation of institutional structures that support internationalization and policies that provide for opportunities (e.g., release time) and rewards; and recognition for those engaging in international activities. Institutions can also provide structural support (insurance, crisis support, research and development assistance) to counteract some of the global conditions that are seemingly beyond the control of individual institutions, but which nevertheless present barriers that inhibit faculty participation in

international activities (e.g., terrorism and crime, health concerns, and difficult travel and living conditions). Institutions can take concrete actions to lessen or remove obstacles and disincentives to faculty involvement in internationalization efforts, and overseas activity in particular (Arum 1987; National Association of State Universities and Land Grant Colleges, 1993).

Not surprisingly, the allocation of funds to support of international education efforts in a variety of ways has been widely advocated. Funding can – and according to the pro-internationalization literature, should - support a diversity of activities including international travel funds for research, program development, and professional training and development, and curricular development grants (Backman, 1984; Bond, 2003; Carter, 1992; Chandler, 1999; Childress, 2008; Engberg & Green, 2002; Fischer, 2007; Johnston & Edelstein, 1993; National Association of State Universities and Land Grant Colleges Task Force on International Education, 2004; Raby, 2007; Viers, 2003). For several years, institutions were showing an increased commitment to provide funding for international faculty activities, however, “after substantial increases in the percentage of institutions providing specific funding for faculty to travel and work abroad between 2001 and 2006, 2011 saw a leveling off or decrease in the availability of such resources” (American Council on Education, 2012, p. 15).

Faculty Development & Training

The teaching of internationalized course content, just as teaching and leading students in international programs, requires specific knowledge and specialized preparation. Shetty & Rudell (2000, p. 3) noted that faculty are seldom formally trained in

these areas, writing that “faculty are not in a position to impart international knowledge and vision if they do not possess it.” Faculty, the majority of who are not professionally prepared to internationalize their work, need to be provided with training, support and encouragement with an eye to achieving internationalization objectives (Navarro, 2004; Viers, 2003). Understandably, many faculty members “can lack the necessary knowledge and experience to lead study abroad programs, and may be reluctant to get involved” (Vaz & Demetry, 2010, p. 1). Effective internationalized teaching by faculty – whether at home or abroad - demands a diversity of subject matter and leadership expertise, as well as an awareness of institutional goals for internationalization, familiarity with the literature of their disciplines that is international and cross-cultural, and the knowledge of how to effectively internationalize curricula and lead programs in an international context (Bond et al., 2003; Childress, 2008; Goodwin & Nacht, 1983; Green & Olson, 2003; Johnson, 2002).

Faculty development workshops can serve as vehicles for both development and sharing of knowledge and best practices, despite what is widely seen as resistance on the part of many faculty members toward voluntary or imposed professional training and development (Backman, 1993; Ellingboe, 1997; Leibold, 1997). These and other attitudes of faculty – whether they are held towards training and development specifically, or towards internationalization writ large – are not always visible. Yet lack of knowledge, preparation and support among the faculty is critical to identify and address, given that successful internationalization must be accompanied by efforts to overcome the training issue that is considered by some to be one of the most significant barriers to faculty engagement and overall internationalization initiatives (Backman, 1993; Ellingboe, 1997; Hamrick, 1999; Leibold, 1997; Navarro, 2004; Vaz & Demetry, 2010; Wood, 1995). Because

so many faculty members “may be reluctant to get involved,” they are “likely to benefit greatly from preparation and mentoring” (Vaz & Demetry, 2010, p. 4). Recent research, however, indicates that since 2006, U.S. institutional support for faculty development in the international arena has waned (American Council on Education, 2012).

Rewards and Recognition

The literature on faculty engagement and internationalization, taken together, make it clear that there is a need for institutions to develop and implement substantive policies and practices that reward and recognize faculty for their international work (American Council on Education, 2006, 2012; National Association of State Universities and Land Grant Colleges, 1993). Rewards, recognition and incentives for hiring, promotion and tenure have all been identified as effective tools for faculty engagement in international, as well as other co-curricular activities (Agnew & VanBalkom, 2009; Chandler, 1999; Childress, 2008; Ellingboe, 1997a ; Engberg & Green, 2002; Friedrich, 2011; Green & Olson, 2003; Green & Shoenberg, 2006; Hamrick, 1999; National Association of State Universities and Land Grant Colleges Task Force on International Education, 2004; Navarro 2004; Shetty & Rudell, 2000). “It is crucial that institutional support mechanisms, such as tenure requirements and other employment policies...be structured so they help ensure that faculty members take advantage of opportunities to work abroad...and maximize the impact of these experiences in terms of student learning and other aspects of internationalization on campus (American Council on Education, 2012, p. 14).

In addition to creating incentives, institutions can also lower and remove *disincentives* for faculty involvement in international activities that sometimes exist

(Backman, 1981; Childress, 2008). The participation of non-tenured faculty in international programs has not kept up with growing demand (Moseley, 2009). As Moseley (2009, p. 231) explains, “junior faculty frequently perceive study abroad as something which must wait until after receiving tenure” because of strong beliefs that study abroad can interrupt scholarly productivity and other personal and professional demands. This reality was echoed by the American Council on Education (2012, p. 15) which reported that “Given the many demands on junior faculty and the pressure to publish, young professors may feel that pursuing international research collaborations, taking students abroad, or participating in other international activities—all of which take considerable time and effort—are simply too risky in terms of career progress if such activities are not explicitly noted among considerations in the tenure process.”

Rewarding internationalized teaching and research activities in the promotion and tenure processes creates powerful incentives for faculty to develop and include international content and experiences into their work (Agnew & VanBalkom, 2009; Fischer, 2007; Green & Shoenberg, 2006; Knight, 2004; National Association of State Universities and Land Grant Colleges Task Force on International Education, 2004; Odgers & Giroux, 2006). Because faculty focus on work that contributes directly to tenure and promotion, rewarding faculty international activities through tenure and promotion (as well as hiring) policies is likely to be an effective tool for promoting an internationally engaged faculty, and supporting international teaching and learning on and off campus (Carter, 1992; Childress, 2008; Green & Shoenberg, 2006; National Association of State Universities and Land Grant Colleges, 1993; Savage, 2000). As Brustein (2007, p. 387) writes, “we need to create incentives to encourage faculty to become active participants in the efforts to

produce globally competent graduates...there is no surer way to get faculty buy-in than by appealing to their self-interests.”

Advocating Engagement & Engaging Advocates

Institutions need to communicate the purposes and positive outcomes of internationalization in order to keep students, faculty, departments and others engaged in the work of internationalization (Childress, 2008; Pacheco & Fernandez, 1992; Raby, 2007). The literature on internationalization supports the idea that linkages between internationalization goals and other institutional initiatives need to be created and communicated in order to foster broad awareness of both internationalization objectives and opportunities (Childress, 2008; Green & Olson, 2003; Green & Shoenberg, 2006; Pacheco & Fernandez, 1992). Childress (2010, p. 37) writes that strategic integration and communication contribute to an overall environment in which “synergies between institutional priorities and organizational structures can be maximized, so that internationalization, a process that by definition strives to integrate an international or intercultural perspective into all institutional functions, can be advanced.”

Lastly, the literature points to the importance of drawing a wide range of internationalization perspectives into internationalization processes and activities. Based on the notion, supported overwhelmingly by the literature, that broad faculty engagement is essential for success in internationalization, an active effort needs to be made to identify both the champions as well as the opponents of this goal (Backman, 1984; Bond, 2003; Burn, 1991; Goodwin & Nacht, 1983; Green & Olson, 2003; Green & Schoenberg, 2006; Mestenhauser, 1998; Odgers & Giroux, 2006; Steers & Ungsen, 1992). As Childress’ (2008,

p. 92) review of the literature summarized: “the literature of practice reveals the importance of the development of a critical mass of faculty supporters in order to integrate international perspectives into an institution’s teaching, research, and service.”

Conclusion

Several compelling arguments emerge from the literature regarding faculty engagement in internationalization and education abroad. First, faculty engagement is – simply stated – essential for these endeavors to be undertaken successfully. Second, despite the wide acceptance of this fact within the literature, levels of faculty engagement and participation tend to be low. Third, there are many known barriers to faculty engagement over which institutions can and do wield influence. Fourth, the rhetoric of institutions is increasingly supportive of internationalization, and commonly extols their own commitments to widespread involvement of their diverse constituencies, including faculty. However, intentional action on the part of institutions to mitigate and remove barriers to engagement is frequently lacking.

The following chapters present the research methods and findings of a study that was based on the above conclusions of the review of the literature. The research aims to identify the institutional barriers to faculty engagement in a specific area of internationalization: education abroad. With the objective of informing institutional policy and practice, it also endeavors to identify ways in which faculty and institutions do, and can, successfully overcome these barriers.

Chapter Three: Research Methodology

Overview

The purpose of this study was to investigate and understand how college and university faculty members encounter and navigate the institutional practices that support and constrain their participation in common international activities, namely education abroad. The problem of practice addressed by the study concerns the dearth of faculty participation in education abroad activities despite decades of widespread acknowledgement that the engagement of faculty in international activities is critical to the ubiquitous movement to internationalize higher education. The problem of research addresses the fact that despite the nearly unanimous view within the literature and the field extolling the importance of faculty engagement in internationalization efforts, no research to date has studied – from the faculty perspective, specifically – the institutional barriers and supports to their own participation in education abroad activities.

This chapter first presents the research design, beginning with a rationale for the qualitative and case study research approaches and several key research assumptions that inform the study. Next, the goals of the study are outlined, and the central research questions of the study are reiterated. A theoretical framework is posited that provides the conceptual underpinnings of the study and research approach. A description of the research methodology is then provided, detailing the selection of research sites and the sample population, and the strategy and methods of data collection. Finally, a discussion of relevant issues including ethics, data quality, and research limitations is offered. The conclusion provides an overview of the potential and hoped-for contributions of this study

to higher education policy and practice related to faculty participation in international education activities.

Research Goals and Questions

The first goal of this study is to identify and understand the incentives and obstacles to faculty participation as instructors/leaders of study abroad programs. The second goal is to identify and better understand how individual faculty and institutional actors *overcome* barriers to participation, as well as why in some cases they fail to overcome them. The third goal of this study is to identify opportunities within institutions, and for faculty themselves, to maximize faculty engagement and participation in education abroad programs.

The central question of the proposed study is: How do higher education faculty members overcome the professional and institutional barriers to participation in education abroad activities? Supporting research questions include:

- What are the demographic characteristics of faculty who participate in education abroad activities in higher education?
- What factors influence participating faculty members' engagement in education abroad activities?
- What institutional and other barriers impact entry and continued participation of faculty in education abroad activities?
- How can institutions of higher education increase faculty participation through policy and practice?

- What can individual faculty members do to facilitate their own participation in education abroad?

Scope of Study

The scope of a study is determined by delimitations that restrict the range of populations and phenomena that can be generalized (Creswell, 2003). Given that no single research effort can adequately address, neither quantitatively nor qualitatively, every facet of a particular issue, these parameters and delimitations are of great importance.

The present study is delimited by its focus on three institutions of higher education, and on faculty members within those institutions who have participated in education abroad programs. The study also focuses on faculty participation in a particular model of international activity: faculty-led education abroad programs. This term most commonly refers to formal credit-bearing “study abroad” programs that are led by faculty and designed primarily for students from a particular institution. The choice to focus on the faculty-led model in this study derives from its importance to internationalization efforts, and its unique ability to represent both the institutional and individual experiences and outcomes of international programs and experiences. “Faculty-led, experiential models for study abroad are increasingly common responses to national and institutional aspirations for internationalization” (Vaz & Demetry, 2010, p. 4). Faculty-led programs are, not unsurprisingly, the program model that most substantively involves and engages faculty members in international education. Faculty-led programs are unique in terms of the institutionally-rooted group dynamic that comes from the distinct experience of a cohort that comes from, belongs to and comes back to study at a particular institution (Gillespie,

Braskamp & Braskamp, 1999). As such, this milieu can provide a diverse and robust perspective on several of the potential roles of faculty members, who – as noted previously - are considered so important to internationalization efforts and integral to international education outcomes.

It must be noted that the findings of the study are, on account of these delimitations in the study design, representative of the institutions studied and the subset of individuals who participated. Hence the results cannot reliably be generalized beyond the scope of this study. That said, the results are intended to identify experiences and phenomena likely to exist in many higher education institutions. As such, it is hoped that the findings of this study might be used to inform those involved in education abroad practice and internationalization policy-making, with an eye to enhancing the level of faculty engagement in education abroad activities in the higher education sector.

Research Assumptions

This design of the study is based on several assumptions which are grounded in the experience of the researcher as well as in the review of the literature (both of which are discussed in greater detail in previous sections). In summary:

- Education abroad opportunities have profound and positive learning outcomes for participants, both learners and educators alike, as well as for the participants' institutions.
- There is significant room and demand – from students, educational institutions and others - for improvement in the quantity and quality of education abroad offerings.

- Faculty participation is a key factor on which the provision of education abroad opportunities, and successful internationalization, depend.
- Faculty non-participation constitutes an important bottleneck to the quality and quantity of education abroad programming, and hence impedes learning opportunities and institutional goals to internationalize.

Rationale for Qualitative Study Design

The proposed study will research questions of faculty participation in education abroad using a qualitative research approach. According to Creswell (2006), the rationale to use qualitative research must be consistent with the nature of the research question, which in this case to understand how institutional actions on the part of colleges and universities impact the role that faculty play in study abroad activities within those institutions.

The underlying purpose of qualitative research is to understand aspects of the real, lived world from the perspective of the research informants. Investigation using qualitative methods permits the researchers to share in the understanding and perspective of the research question by the research subjects in the course of their normal lives.

The use and application of qualitative research has become more widespread, due to an increased interest in and emphasis on determining and understanding the lived realities and common, everyday experiences of people (Cocklin, 1996). It has also grown in popularity “at breathtaking speed” thanks to software which makes the work of qualitative research faster and more accessible (Richards & Morse, 2007). Many research publications are focusing more and more on qualitative research, recognizing it as a valid

and reliable form of inquiry to obtain relevant information of a social or institutional nature (Gliner, 1994).

Qualitative research refers to several distinct types of research strategies that use naturalistic, ethnographic, or anthropological approaches, including participant observation research or field research (Merriam, 1998). Richards & Morse (2007) describe qualitative research as “organizing the undisciplined confusion of events and the experiences of those who participate in those events as they occur in natural settings.” Patton (2002, p. 40) further explains that qualitative research maintains a “non-manipulative, unobtrusive and non-controlling, openness to whatever emerges.” Further characteristics of qualitative research include: (a) a holistic perceptive of the phenomenon under study; (b) using a purposeful sampling technique instead of random sampling; (c) having the researcher as the primary instrument of data collection; (d) making inductive analysis of thick and descriptive data towards an understanding of unanticipated outcomes; and (e) reporting data in narrative text form (Merriam, 1998).

Approaches & Techniques of Qualitative Research

The techniques of data gathering for qualitative research are observation, in-depth interviews, document and artifact collection or a combination of these techniques (Yin, 2003). A qualitative case study may be descriptive, particularistic, heuristic or inductive. ‘Descriptive’ refers to the output of a case study being a thick description of the topic investigated (Geertz, 1973); ‘heuristic’ implies that the case study will clarify the topic being studied; ‘particularistic’ demonstrates that the case study is limited in scope to a

particular phenomenon; 'inductive' implies that insights, concepts or hypotheses will unfold from the data (Merriam, 1998).

Three typical approaches to data collection in qualitative research are surveys/questionnaires, interviews, and participant-observation. This study will rely on interviews as the primary approach to data collection. Each approach has advantages as well as limitations, and researchers both gain and lose in choosing one method of data collection over another. Several important factors inform the data collection design choice for this study.

One reason that a questionnaire survey approach was not chosen is the potential for low response rates, which have been documented in data collection efforts involving faculty members as research subjects (Hitchcock & Hughes, 1996). Hughes also describes the criticisms and limitations of questionnaires with respect to data quality in instances where questionnaires include potentially sensitive questions, such as questions about attitude towards colleagues and authority figures. Questionnaires are less likely to penetrate to the level that skillful interviews can attain and are not designed to probe the complexities of motivations, histories, organizational politics, decision-making and other important aspects of the phenomena to be examined. Lastly questionnaires lack an efficient mechanism for follow up inquiry, and are not designed to contextualize the circumstances and environments of events and the way that respondents experience and perceive them.

Observation is not an appropriate tactic for this study due to the nature of questions being asked, and the fact that the focal phenomena of the study are policies, conditions, reflections, and decisions – not events.

For the reasons discussed above, and based on the goals of the study, a qualitative method of in-depth interviews was employed in this study in order to be able to understand organizational conditions, faculty perspectives, and response behavior in detail. In-depth interviews can elicit feelings and subtleties that are unlikely to surface through surveys, and they leave room for discovery of new information that may further inform a study in unanticipated but valuable ways. The qualitative interview brings researchers into the participant's world (Patton, 2002) and also provides a set of skills, and an approach to learning about the lives of participants (Rubin & Rubin, 1995). The in-depth interview will be the best data qualitative collection tool because of the way it enables the researcher to make sense of complex situations, to understand participant experiences and interpretations of those experiences, and to understand important phenomena in detail. According to Taylor and Bogdan (1998, p. 88), the in-depth interview is defined as "face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences or situations as expressed in their own words."

The in-depth interview targets information about activities and events that cannot be obtained through observation by the researcher (Minichiello & Helms, 1997). As such, in-depth interviewing is recommended for gaining insight into aspects of social reality as seen from the research subject's perspective. Because it is believed here that social reality

exists as meaningful interaction between individuals that can be studied through understanding others' point of view, interpretations and meanings, in-depth interviewing is an appropriate technique to gain access to the individual's words and interpretations (Minichiello & Helms, 1997). Moreover, in-depth interviews are also suitable when the type of research depends on understanding a broad range of people or settings in a short time: this is the case especially when the research questions are not appropriately studied by other qualitative methods either because of time constraints or because the researcher has reasonably clear and well-defined research interests (Minichiello & Helms, 1997).

Qualitative inquiry offers three major methodological choices: the phenomenological method, the ethnographic method, and grounded theory. The phenomenological method focuses on questions about meaning, and the essence of phenomena. Ethnography centers on observation and descriptive determinations of culture, belief, and values. Grounded theory asks about processes, experiential changes over time and the dimensions of those experiences. This research employed a grounded theory method of qualitative inquiry, as the study attempted to understand the dimensions of faculty members' desires, decisions and ability to engage in international activities. Hence, grounded theory was chosen because it provides the best framework and approach for answering the general question "what's going on here?" and for guiding the researcher in providing a small-scale and focused theory to explain associated and relevant phenomena (Richards & Morse, 2007).

Case Study Research Rationale

The term 'case study' refers to research that investigates only a few cases, sometimes just one, in considerable depth (Gomm, Hammersley & Foster, 2000). Because of the type of information required in this study, a case study approach was chosen for this research because of its ability to provide an in-depth look at the people policies, processes, and institutional factors of interest (Merriam, 1998). The case study approach served to fill gaps in understanding the complexity and interrelationships between key factors in faculty members' engagement with education abroad activities: motivation, perception, barriers and supports. The case study approach illustrates a concern or issue and can best be used when the purpose of the study is to examine, investigate and understand a situation and its meaning for participants. Case studies typically involve 'thick description', that is to say description that is rich in context, and is intended to illustrate something (Sechrest, 1993). In this instance, it was to identify and describe the factors that impact how and why faculty members engage, disengage and remain involved in education abroad activities.

Role of the Researcher

In the interest of revealing my personal relationship to, and investment in, the questions that constitute the foundation of this study, and how that interest could affect the interpretation of research findings, this section briefly describes my background and interest in campus-based international education and education abroad programs to disclose potential biases.

As a former professional staff member of one of the universities studied, as well as an administrator and leader of study abroad programs at the time of the study (and since), the idea that a university's mission and structures impact study abroad participation resonates with my own "lived experience." This experience helped to shape my approach to this study. So, too, did my own diverse (and very rewarding) experiences as a participant in numerous education abroad experiences that spanned five academic terms, three degree programs, multiple destinations and cultures, and distinct models of education abroad programs.

As someone who held influence within one participating university and its study abroad programs, I was a participant-observer in one of the educational institutions I was investigating. Hence, as a researcher working "in my own backyard," it was incumbent upon me to dedicate special attention and sensitivity to both ethical and quality considerations stemming from my roles. Interviewees might have assumed they did not need to describe their experiences in detail given that to a certain extent, I share knowledge of and experience in that context. In addition, there existed a risk of conversations devolving into the sharing of "war stories." I endeavored to remedy this by paying close attention to my interview guide and protocol, particularly during those times in the interviews when I would follow a line of questioning—because of a situation or perspective described by the interviewee—that was not directly reflected in my interview questions. Conversely, there was a possibility that research subjects would withhold information because of my place and potential influence in international programs where many interviewees held vested interests.

To address these issues, participants were clearly informed of the nature and purpose of the research, and participation was entirely voluntary. Participants were guaranteed and reassured of the anonymity of their responses, and of the fact that their responses would in no way have a negative impact or influence on my own role as it related, at the time, to their education abroad activities. Research subjects were allowed and encouraged to remove themselves from the study, or any parts of it, at any time and for any reason, if they felt it necessary or advisable (however it should be noted that no participants opted out of the study after agreeing to participate). Ethical risks associated with this research were further minimized by the careful design of the interview protocol, particularly in avoiding issues related to weakness in the research subjects' work, or their relationships with authority. All data was strictly maintained according to standards deemed acceptable and approved, prior to the study, by the Human Subjects Division and Institutional Review Board of the researcher's university.

Conceptual Framework

The conceptual framework informing this study is based on several key constructs and theories concerned with faculty and their relationships to internationalization efforts within institutions of higher education. The framework advanced provides a theoretical approach for understanding the complex and iterative factors that motivate and inhibit faculty participation in the development of and participation in education abroad activities. Figure 1 on the following page provides an illustration of the framework.

The central pillars of this framework are:

- a) Faculty motivation and development: what factors drive faculty to want to, and ultimately decide to (and once they do, continue to), participate in education abroad activities?
- b) Internationalization: from the institutional perspective, what are the mission-based motivations, mechanisms and dynamics that both support and hinder the education abroad model, particularly as they pertain to the involvement of faculty members?
- c) Faculty rewards and recognition: how are faculty incentivized through policies and practices that reward and recognize international work (specifically education abroad)?

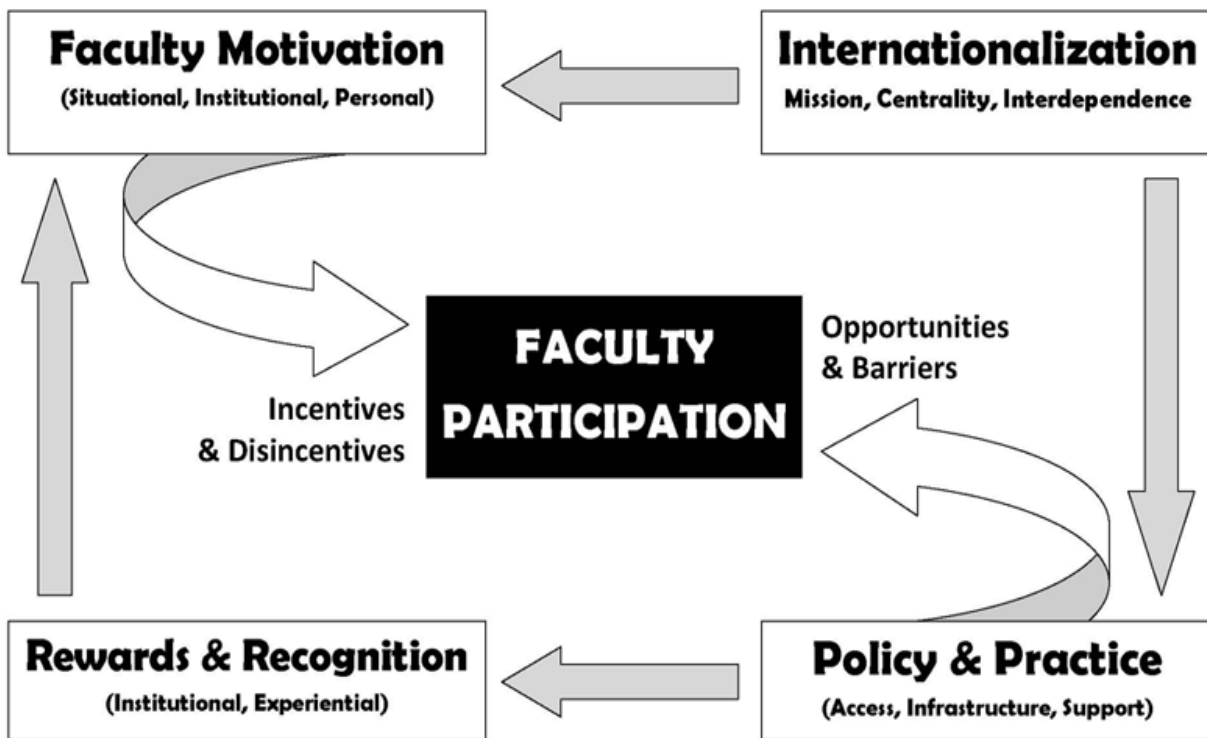


Figure 4. Conceptual Framework of Institutional Barriers & Supports to Faculty Participation in Education Abroad

In this framework, faculty members are motivated by some combination of internal and/or external factors that inform their desire to engage in education abroad as

instructors and leaders. Institutions in the process of internationalization inform opportunities for faculty participation, as well as faculty motivation, through the operationalization of mission-based internationalization objectives that take the form of goals, policies and practices. Faculty participation (in the form of follow-through, or repeated/ongoing involvement) is further incentivized through a system of internal/experiential rewards, as well as external/institutional rewards and recognition.

Faculty Motivation & Development

Theories of faculty motivation and development offer a range of useful concepts and approaches to analyzing and understanding the behavior of faculty vis-à-vis their choices to pursue involvement in education abroad. Within this framework, motivation is considered especially important because faculty participation in education abroad is fundamentally a matter of choice. Few faculty members, if any, are obligated by the nature or provisions of their jobs to take and/or teach students abroad. And as noted above, active institutional encouragement for faculty involvement is the exception rather than the rule, even in instances where significant opportunities and accommodating conditions exist. When these opportunities are 'there for the taking,' faculty still must often find motivation and drive – whether personal or professional – to pursue education abroad in the face of the common and considerable hurdles, risks, and workload involved.

While faculty motivation theorists differ in their focus on (and definition of) central concepts, there are important and common theoretical threads that provide important insight into the dynamics that encourage (or deter) faculty engagement in international activities.

Blackburn and Lawrence (1995) produced a seminal work on faculty motivation which describes many of the important dynamics of motivation and teaching engagement that can be directly tied to participation in education abroad opportunities. As they describe it: faculty members believe they are good at teaching, and interested in teaching. If they believe their institution cares about teaching, then they will dedicate effort to their teaching. Conversely, if they are not interested, or perceive disinterest within the institution, then they will not dedicate themselves to teaching work. Interestingly, this is true irrespective of institution type, field of study, length of tenure, rank, specialty or teaching culture (Blackburn & Lawrence, 1995).

The broad implications of faculty motivation are potentially enhanced in the context of participation in international activities. Because international engagement (in education abroad in particular) requires sizable effort and often numerous sacrifices on the part of faculty members, the rationale for universities to address the salient motivation issues in this arena is even more pronounced. Implications for policy and practice are discussed at length below.

Faculty Rewards and Recognition

In 1985, Elman & Smock wrote that in order to mobilize the underutilized but valuable resource of higher education faculty, the nation's colleges and universities would need to make fundamental changes to their faculty reward systems. Findings of how faculty respond to institutional investment in their teaching work have significant implications for leadership, policy and practice in international education in terms of how faculty perceive and receive institutional rewards for their efforts. It is not enough for the

institution to simply articulate its values and goals. There must be follow-through with visible and tangible rewards and recognition – elements that “create conditions that ensure that...activities of the faculty be taken seriously” (Elman & Smock, 1985). As with all areas of teaching within academe, faculty engagement in international activities is intimately tied to the extent to which these activities are highly prized by – and central to the work of - institutions. “It’s futile to talk about improving the quality of teaching if, in the end, faculty are not given recognition for the time they spend with students” (Blackburn & Lawrence, 1995).

Education abroad leadership bridges two of the core areas of scholarship: teaching and service (Boyer, 1990). Unfortunately for students, faculty, and internationalization efforts, teaching and service on campuses tend to be poorly-rewarded when compared to the scholarship of research. To compound the situation, faculty often jeopardize their prospects for the standard rewards of tenure and promotion by engaging in many of the teaching-related activities which happen to be exemplified by education abroad experiences. Agnew & VanBalkom’s study of U.S. institutions cultural readiness for internationalization (2009 , p. 461) found that “non-tenured faculty members were invited to participate in international activities, but any participation in international activity was perceived by non-tenured faculty as a distraction to the work expected by them to earn tenure.”

As long as activities related to internationalization, and faculty roles such as study abroad leadership are seen as optional or as add-ons to standard professorial duties, these efforts will not be seen or treated as legitimate parts of the academic enterprise which

deserve to be rewarded (Elman & Smock, 1985). This has diverse and significant costs for students, faculty and institutional goals, as well as for the teaching that is integral to the education abroad endeavor (Boyer, 1990).

Faculty must be rewarded for work they undertake that is considered important by the institutions that employ them (Elman & Smock, 1985). Faculty involvement with education abroad activities is subject to the same supports and barriers that are created by the presence or absence of reward systems and a culture of recognition for international work. It can be argued that this issue is amplified within the field of education abroad because for many reasons, these rewards are even more needed and merited for faculty pursuing international activities where their work tends to involve more labor-intensive effort and teaching, less pay and support, and higher risk and sacrifice. As such, faculty are asked (or ask of themselves) to take on much more, and often for much less in return. This imbalance is not sustainable and hence must be addressed through improved policies, practice, and commitments within institutions that sincerely want and aim to increase and improve internationalization.

Research Methods & Procedures

Site Selection

The research setting for this study encompassed three institutions of higher education, all situated in the Pacific Northwest. The decision to use multiple institutions, and the choice of particular institutions was highly intentional, and served two primary functions with regard to the research design. First, the use of multiple institutions was intended to provide a diversity of perspectives and responses, to better account and

control for individual institutional idiosyncrasies, and to enable the researcher to better generalize the research findings to the wider higher education sector. Secondly, the choice of three distinct institution types (described below) was done with the hope of identifying characteristics of and dynamics within those institutions that might yield lessons about how and why the landscape of faculty engagement in education abroad might differ between institutions. The use of three diverse types of institutions was also designed to remedy one of the limitations of other studies noted in Chapter II, i.e. their restriction to a single institution, discipline, or program.

Institution A was a large public (state) research university,¹ accredited by the Northwest Commission on Colleges and Universities, with over 40,000 students and 27,000 faculty and staff across multiple campuses. It offers over 140 undergraduate and graduate degrees within 16 schools. Full time annual undergraduate tuition and fees for the 2011-2012 school year totaled approximately \$10,000.

Institution B was an urban, medium-sized, religiously-affiliated independent private university, accredited by the Northwest Commission on Colleges and Universities. Over 7,900 students were enrolled in 61 different bachelors and 31 graduate degree programs across eight schools. Full time annual undergraduate tuition for the 2011-2012 school year totaled approximately \$32,000.

¹ The Carnegie Foundation for the Advancement of Teaching classifies the target university as “RU/VH: Research Universities (very high research activity)” (<http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=16635&start=782>)

Institution C was a community college, accredited by the Northwest Commission on Colleges and Universities, with over 13,000 students enrolled in four degree programs, and multiple certificate and continuing education programs. Full time annual undergraduate resident tuition and fees for the 2011-2012 school year totaled approximately \$3,000.

The institutions chosen for the study each fulfilled several criteria, most importantly by virtue of having robust education abroad activity. The dual importance of this was in having sufficient subject matter to investigate, and in avoiding the study of institutions where barriers to participation in study abroad might be unnaturally or idiosyncratically high (due to an extraordinary internationalization-driven mission or investments) or low. A relatively high level of study abroad activity in these institutions was helpful in illuminating answers to the question of how faculty members overcome barriers to engagement in these activities. Conducting research within institutions with a high level of international activity was also determined to be more likely to uncover examples of the participation barriers that have been *overcome*. The risk, of course, was that study respondents would fail to identify barriers and that the absence of barriers might explain high levels of activity. However, research done elsewhere and cited previously indicates that barriers are numerous and widespread throughout academia, and this outcome was not expected.

The universities used in the study were settings to which this researcher had ready access, having been a staff employee in one institution and located in close proximity to the others. Being a staff member with experience in the field provided credibility with potential interview subjects, and knowledge about the landscape of faculty work in

international programs allowed me to quickly establish rapport with research participants. Being an “insider” to this particular area of the academy presented challenges as well, described in greater detail below.

Participant Selection

In this study, case study interviews involved faculty leaders of education abroad programs. While it may seem counter-intuitive to have studied faculty who have presumably overcome barriers to participation, these faculty are better able to speak to the actual (as opposed to perceived) barriers, and are far more familiar with the nature of the barriers, and why and how they exist, as well as what the costs and benefits of study abroad leadership are. Furthermore, many of the barriers to participation are encountered only after one initially engages in and moves through the work cycle of education abroad program development and execution. Some barriers to continued participation are not encountered until an education abroad experience has finished.

Participants were selected from a large pool of current and/or former faculty members who had led one or more formal, credit-bearing study abroad programs. The study purposefully aimed to assemble a sampling of faculty representing a diversity of backgrounds, experiences and disciplines – all factors that have been shown previously to impact faculty engagement (Friedrich, 2011) and international perspectives (Welch, 1997; Goodwin & Nacht, 1991). Participants were selected to include a mix of novice and veteran program leaders, as well as junior and senior faculty members. They were also selected with an eye to representation from a variety of academic disciplines, and geographic specialties, experience and origins that include both developed and less-developed parts of

the world. The study participants had to be willing to partake in a taped interview for approximately one to one and half hours, and be available for shorter follow-up telephone conversations. The participants had to be available to be interviewed within a reasonable geographic proximity to the researcher. The process to recruit research subjects was as follows:

1. The researcher contacted the directors of the offices of international programs at the three target institutions in order to introduce the purpose and design of the study, to request permission to conduct research on faculty and the institutions, and to seek assistance in recruitment of research subjects.
2. Each international programs director was asked to compile a list of faculty members at their respective institutions who had taken students abroad at least once for a credit-bearing study abroad experience.
3. The lists of candidate faculty members were provided directly and confidentially to a research scientist at the University of Washington's Office of Educational Assessment, who agreed to facilitate the recruitment of subjects.
4. The research scientist sent invitation letters to the indicated faculty members at each institution and collected responses of those willing to participate in the study. See Appendix II, Faculty Invitation Letter.
5. From each list of willing participants, the research scientist selected six faculty members to participate in the study (for a total of 18), seeking maximum diversity within each institution according to the following criteria (age, gender, country of origin, study abroad experience, length of tenure, and academic discipline).

6. The list of identified participants was then provided to the researcher who established contact with each individual faculty member to invite them to participate in an interview.
7. Interviewees were provided with a consent letter prior to being interviewed, which explained the purpose and procedures of the study, and articulated the voluntary nature of the study and the measures to be taken to protect participant identities and collected data. See Appendix III, Participant Consent Letter.

Data Collection

The study combined strategies of traditional and participant research in order to identify policies and practices that influence opportunities for faculty to become and remain involvement in education abroad. For primary data collection, selected and willing faculty study abroad program leaders at each university were interviewed in order to develop case study data on faculty participation in education abroad and perceptions of internationalization at their institutions. Faculty case study data were collected via semi-structured interviews following an interview protocol built around the central research questions and conceptual framework outlined above. University human subjects approval was obtained prior to initiation of participant selection and data collection.

Study participants were interviewed by the researcher for 60 to 90 minutes in one sitting, using an interview guide (see Appendix IV, Interview Protocol) focused on areas of inquiry inspired by the study's central research questions:

- Role within the area of education abroad within the university

- Personal and professional background as it relates to international education (i.e. country of origin, international experience, language skills, international focus within discipline, etc.)
- Perceptions of the university's (and research subjects' own unit's) goals as they relate to internationalization
- Experiences with people, policies and practices (in both their immediate work group and across campus) that have influenced or hindered their participation in international activities
- Approaches taken in the pursuit of international education opportunities
- Costs and benefits of their involvement in international activities

These areas of inquiry were pursued in semi-structured interviews “guided by a list of questions or issues to be explored” where “neither the exact wording nor the order of the questions is determined ahead of time” (Merriam, 1998, p. 90). The interview protocol did include ordered questions. However, a format was used which allowed “the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam, 1998, p. 74). Hammersley and Atkinson (1995, p. 117) described this distinction between structured and unstructured interviews as *reflexive interviewing* which embraces a flexible approach in which discussion can “flow in a way that seems natural” but still follows the research agenda.

Data quality were taken into consideration in the design and execution of the research study, and recommended that researchers employ at least two of these procedures. These include (1) triangulation through use of different sources of data, (2) member-checking, (3) writing rich, thick descriptions, (4) clarifying researcher biases, (5)

presenting negative or discrepant information, (6) spending prolonged time in the field, (7) peer debriefing, and (8) including external auditors. I endeavored to employ as many of these measures as possible to ensure the quality of data collected. Due to practicality and appropriateness to the study design, particular priority was given to items 1, 3, 4, 5 and 7.

Limitations

Several characteristics of the scope and design of this proposed study presented limitations (potential weaknesses) that merit acknowledgement. The case study design utilizing just three institutions poses challenges in terms of the ability to generalize the results and recommendations of the study to other institutions or to higher education institutions writ large. Examining the focal phenomena of the study within a very limited number of institutions risks missing a wider understanding of those phenomena (including their absence) at other institutions, both similar to and different from those chosen for this research.

A second limitation to the study that may be noted by some is the number of case study respondents, or low n (in this case, $n=18$). While this number is low relative to the cases that would be used in a quantitative study, it is hoped that the study involved a sufficient quality and diversity of institutions and individuals interviewed to be able to highlight a range of faculty experiences that have already been established as common via rigorous research of existing literature. The aim of the case study approach is not to demonstrate the statistical significance of specific barriers to education abroad participation. Rather it is intended and designed to highlight and describe in detail the experiences of faculty who have encountered, and overcome, these barriers. It merits

mentioning that relative to other qualitative research on related topics, including most of the studies cited in the chapter two literature review, this research involved a substantially higher number of case studies and a larger number of institutions than many previous studies.

As noted above, the study involved only faculty who had experience leading students abroad on credit-bearing educational programs, in other words those who have presumably overcome barriers to participation. This was an intentional decision by the researcher as a measure to specifically identify barriers *and* the ways in which those barriers had been overcome. However, by not surveying and studying non-participating faculty members, the study may have missed opportunities to identify barriers that other faculty have encountered and not successfully overcome. This issue is addressed in Chapter 5 in the discussion of recommendations for future research.

This study was not a longitudinal study of faculty experiences. Interviews were conducted during a limited time frame and hence may not have captured the nature of change over time with regard to faculty experiences with education abroad. It was not the goal of the study to chart change over time, but rather to take a snapshot at a given moment of the faculty in the chosen institutions, and to understand their relationships with institutional factors that impacted their roles within international education. It is my hope, however, that given the tenure of many faculty at each institutions, and the fact that many had long been engaged in study abroad, that there were numerous and valuable opportunities to uncover how individual experiences had changed since the time they first entered (or desired/attempted to enter) the education abroad arena.

There is a risk that the interview process may not have produced complete, or completely honest answers. This may have been the result of flaws in the interview protocol design. It may also have resulted from the researcher's role (at least at one institution) in terms of influence and conflict of interest (see Role of Researcher, above). It is also possible that faculty members with lower levels of involvement, or lower interest in international activities, may have chosen not to participate, compromising the bias of aggregate responses. Additionally, participants may have provided responses that could be influenced by social and political desirability in an effort (whether conscious or otherwise) to portray their institutions or experiences favorably.

Approaches to counteract the potential limitations related to the researcher role are discussed above in the study design.

Data Analysis

Each interview conducted was digitally recorded and subsequently transcribed by the researcher. Questions that guided the data analysis included the following:

- What aspects of research participants' personal background and experience influence their beliefs about, or involvement in, education abroad?
- What aspects of research participants' professional focus and experience influence their beliefs about, or involvement in, education abroad?
- What personal barriers do participants cite as influential in the nature or level of their engagement with education abroad?
- What professional and institutional barriers do participants cite as influential in the nature or level of their engagement with education abroad?

- How might barriers to engagement in education abroad be related to participant demographics, personal background and experience, professional focus and standing, and institutional characteristics?

The analysis of the interview transcripts was accomplished through a process of open coding that allowed for the identification of categories and themes (Hammersley & Atkinson, 1995; Merriam, 1998). Emerging themes were articulated and connected to the relevant literature on international education, the scholarship of engagement, and faculty motivation and engagement.

Anticipated Contributions

The hope of this researcher is that the proposed study will have outcomes beyond simply answering the research questions posed above. The existing research, though limited, already helps to provide initial answers to some of these questions. However, these questions and answers are extremely generalized to higher education as a whole. What is lacking from the scholarship are questions, research approaches and answers that consider the issues of faculty participation within more specific contexts: for example, consideration needs to be given to such factors as institutional environment, discipline-based conditions, or characteristics and experience of individual faculty members that may shed new light on broader themes that may have been already exposed. Hence, the first hoped-for contribution is to the body of literature concerning faculty engagement in higher education internationalization.

A second anticipated contribution is to provide expanded and enhanced recommendations for institutional policies and practices that can better foster and support

faculty participation in education abroad. Recommendations in this arena have been made before, as noted above. But again, they are highly generalized, and seldom operationalized. For example, it is one thing to recommend providing additional funding, or new funding mechanisms for supporting the inherent costs of internationalization. It is quite another to provide real, case-based examples of how this might be done in specific scenarios, and within the education abroad sector in particular. Likewise, it is easy to advocate for the implementation of merit rewards for faculty within existing tenure and promotion structures. But how can this be accomplished in ways that adequately recognize the international work of faculty, and represent the value of international work to the institution?

Another contribution will hopefully emerge from the case studies themselves. Internationalization is a vastly broad term, a complex process and in many ways a herculean task. Much of the literature on internationalization within higher education takes a bird's eye view of internationalization's missions, goals, and strategies. Yet the component parts of internationalization -- what actually happens when internationalization takes place -- tend to be unique because they reflect localized circumstances. Drill down to the institutional level, or further to the department or program level, and it becomes clear that while there are always recognizable themes, the conditions of internationalization "in the trenches" are highly individualized and shaped by the people, places, goals and environments in which internationalization happens. As such, it is my hope that quality case study research will elucidate some of the unique situations and experiences of faculty, and thereby shed useful light on the experiences of others. It could do this not by generalizing to an entire sector, institution, discipline or

program model, but by revealing case-based realities that may exist in similar though individual circumstances elsewhere. The likelihood of such an outcome is suggested by the fact that faculty in similar institution types may share common experiences (Schwietz, 2006).

If an outcome of this work is even a small increase in faculty engagement in education abroad, I think the effort will have been worthwhile. Based on my research as well as my own personal experience as both study abroad student and educator, I believe that the international educational experience is in almost all cases one of tremendous value. Hence my most fundamental desire, and the anticipated contribution of this work, is that it will extend and improve upon that value for faculty and students, as well as the educational institutions that endeavor to serve them.

Chapter Four: Research Findings

Overview

The purpose of this study was to examine faculty perspectives on study abroad and to better understand the personal and institutional factors that encourage and inhibit their participation in the work of international education. Eighteen faculty members with study abroad program leadership experience at three different institutions of higher education were interviewed over a period of two months in 2010. This chapter presents the findings of the study.

The chapter is organized into four sections, each related to the central research questions pertaining to barriers and supports to faculty engagement in education abroad activities. The first section presents demographic characteristics of the participating faculty in an attempt to identify a selection of factors that may influence their participation – or lack thereof – in education abroad. Section two presents findings related to both personal and professional/institutional factors that inhibit faculty participation in education abroad. The third section presents findings related to factors that positively influence and support engagement and participation of faculty in education abroad activities. The fourth and final section presents the results of a series of twelve discrete questions that constituted a part of the interview protocol and data collection process.

Throughout the presentation of findings, each of the three participating institutions is identified not by name, but by institution type (Public Research, Private Comprehensive, and Community College). Each participant was assigned a pseudonym in accordance with the human subjects protocol approved for the study.

Demographics

This section describes the demographic, personal and professional characteristics of the faculty members who participated in the study interviews. Demographic data was gathered through several interview questions in which respondents were asked to describe certain demographic characteristics, including gender, age, ethnicity, country of origin, foreign language background, academic rank, academic discipline, and length of service.

While an effort was made as part of the participant selection process, described in Chapter Three, to seek diversity with regard to the demographic categories discussed below, the opportunity to select a diverse representation of participants was limited -- at some institutions more than others -- by the size and makeup of the potential candidate pool of participants. Further limitations were imposed by the demographic makeup and the numbers of those who responded affirmatively to the invitation to participate in the study. For example, at one participating institution, only six faculty members meeting the criteria for participation responded as being willing to participate. As such, with a target sample of six participants per institution, no further selection was possible at this school in order to improve the demographic diversity of the participating faculty members.

Participants were not asked, as part of the interview protocol, about their feelings or perceptions about the relationship between these demographic factors and their involvement in international education activities. The information was collected, and is presented here in order to objectively identify possible relationships between these demographic characteristics and faculty experiences with regard to international and education abroad activities.

Age & Gender

In each interview, subjects were asked to identify their age, either specifically or within a 5-year age range, along with their gender.

The age range of study participants was from 32 to 70 years old, with an average age of 51. The average age of participants from the public research school was 47, from the private comprehensive, 54, and from the community college, 51.

Table 1
Age, by Institution Type

<u>Average Age</u>	<u>Institution Type</u>
47	Public research
54	Private Comprehensive
51	Community College
51	Average

Of the 18 participating faculty, ten were male and eight female, or 56% and 44% respectively. The gender breakdown of participants by institution – with six participants from each - was as follows: public research (50% male, 50% female), private comprehensive (33% male, 66% female) community college, (66% male, 33% female).

Table 2
Gender

<u>#</u>	<u>%</u>	<u>Self-reported Gender</u>
10	56	Male
8	44	Female

International Background: Ethnicity, Country of Origin, Language Skills

Participants were asked to self-report their ethnicity, without the use of a pre-defined list of categories from which to choose. As with other questions in this subsection, this information was collected based on the notion that these and other international and intercultural attributes of faculty may create a certain predisposition to pursue and engage in education abroad and other international activities. Regarding ethnicity, 13 of 18 (72%) identified themselves as Caucasian, while five self-identified the following: Philippine-American (2), South Asian, Ukrainian-Canadian, and Brazilian-American. By institution, the ethnic breakdown was as follows: public research (33% Caucasian, 66% non-Caucasian), private comprehensive (83% Caucasian, 17% non-Caucasian) community college, (100% Caucasian).

Table 3
Ethnicity

<u>#</u>	<u>%</u>	<u>Self-reported Ethnicity</u>
13	72	Caucasian
5	28	Other

Participants were asked to identify their country of birth. 16 (88%) reported their country of origin as the United States. Two (11%) reported other countries of birth (Canada and the Philippines).

Table 4
Country of Birth

#	%	Country
16	88	United States
2	12	Other

Participants were asked to identify any language skills, without regard to fluency level. All but three of the eighteen participants reported abilities in at least one foreign (non-English) language. Some interviewees reported being native speakers of non-English languages, while others had significant skills on account of upbringing and use in the home. Several reporting acquiring foreign language skills through study abroad or other international experiences. Responses, per participant, were as follows:

Table 5
Foreign Language Background

1.	Spanish/Patois
2.	Russian
3.	French, Italian
4.	Spanish
5.	Spanish
6.	Latin, Greek, Polish
7.	None
8.	Spanish
9.	None
10.	French, German, Spanish, Danish
11.	French
12.	Tagalog, Spanish
13.	Kannada
14.	Italian
15.	None
16.	Spanish
17.	Portuguese
18.	Tagalog, Spanish

Academic Rank/Tenure, Discipline, Length of Service

Demographic data regarding faculty respondents' tenure status and academic rank, academic discipline, and length of teaching service were gathered through the interviews in order to relate these factors to the research questions about education abroad participation. The results are presented below and in tables 6 - 7.

Thirteen (72%) of the study participants were tenured, and five (28%) were in non-tenure track positions, which included a non-tenure-track professor, an instructor, lecturers (2) and one senior lecturer. Table 6 presents the academic disciplines of the study participants.

Table 6
Academic Discipline

1. Psychology
 2. Geography
 3. Psychology
 4. English
 5. English
 6. Business
 7. Biology
 8. History
 9. Business
 10. Nursing
 11. Fine Arts
 12. Education
 13. English
 14. Design
 15. Engineering
 16. Business
 17. Math
 18. Ethnic Studies, Communications
-

Table 7 indicates the length in years of higher education teaching experience of each participant. The numbers below do not, in every case, represent the total number of teaching years in participants' current positions or institutions, but rather the total number of years of teaching within higher education, whether in one or multiple institutions.

Table 7
Years Teaching

1.	16
2.	17
3.	12
4.	12
5.	27
6.	15
7.	8
8.	29
9.	43
10.	3
11.	7
12.	17
13.	10
14.	29
15.	11
16.	14
17.	12
18.	14
Average	16

The range of higher education teaching experience among the participants in this study was between 3-43 years, with an average of 16 years. By institution, the average number of years of teaching experience was as follows: public research (15 years), private comprehensive (18 years), community college (17 years). Five of 18 faculty members (28%) had fewer than 10 years of experience, 11 (61%) had between 10-20 years, and 3 (17%) had taught in higher education for over 20 years. This sample provides a nominal

cross section of faculty with a variety of levels of years of teaching in higher education such that initial evaluations can be made as to the relationship between length of service in higher education and level of participation in education abroad activities.

The following sections focus, respectively, on barriers and supports to faculty involvement in education abroad activities. Each section is divided into three subsections, which focus on institutional, personal and other factors that faculty participating in the study perceived or experienced as having either a positive or negative influence on their participation in these international activities within their institutions.

Findings were gleaned from questions directly related to the topic of faculty participation, as well as from extemporaneous responses that surfaced in the course of semi-structured interviews and from faculty members' responses to a discreet set of statements about faculty perceptions on international education at their home institutions (see last section of this chapter, Responses to Interview Statements). Within each area, themes emerged and the findings relevant to each theme are presented below.

In the data analysis and discussion in chapter five, these themes are discussed further in light of respondent demographics, institutional contexts, and the relevant literature on internationalization, education abroad, and faculty engagement.

Barriers to Faculty Engagement in Study Abroad

Several questions in the interview protocol specifically addressed the issue of barriers to engagement, and led to extended discussions of the factors – both institutional and personal – that faculty perceived or experienced as barriers or, more commonly as

expressed in their accounts, inhibitors to their own engagement in education abroad activities. The specific items they responded to were the following:

- What are or have been the biggest challenges to taking students abroad?
- Which of these have been the biggest obstacles and how have you overcome them?
- Did any obstacles get in the way of you going, either in the first place or a second time?
- Do these barriers remain in place or are they gone once you overcome them?
- Do you foresee new barriers arising in the future, or the reappearance of old ones?

As noted in the chapter three, the participant sample and research methodology were chosen with an eye to identifying barriers to entry, as well as barriers and inhibitors to continued/ongoing faculty engagement in education abroad. Because all participants in the study had at least some experience taking students abroad, the research findings do not necessarily identify insurmountable barriers to entry; rather, the study was designed to identify potential barriers to entry as well as the ways in which faculty confronted and/or overcame those barriers. Likewise, the study aimed to reveal factors that may in some cases inhibit, partially or completely, repeated or ongoing participation in education abroad activities.

Chapter five discusses recommendations for related future research, including the need to identify the factors that do, in fact, present effective barriers to faculty entry in education abroad and other international education activities.

Institutional Barriers

Disciplinary and Departmental Barriers

In addition to the interview protocol questions above, the following question asked of each study participant aimed to address, specifically, the departmental and disciplinary environment and its impact on faculty engagement.

How would you characterize attitudes within your department and discipline towards study abroad?

Participant responses to this question revealed a diversity of experiences vis a vis the attitudes and influence of both departments and academic disciplines toward education abroad activities, and faculty participation therein. Responses revealed that faculty involvement is influenced, both positively and negatively, by both idiosyncratic organizational characteristics of academic departments, as well as the nature of the academic disciplines around which departments are typically organized. With regard to discipline, one participant explained how the evolution of thought and practice within their home department, psychology, had created a need for opportunities for cross-cultural studies, and how the discipline could hence be well-served by study abroad:

The field of psychology in the last 20 years...there was a dramatic shift happening in the 1980s. It was the idea that psychology for so long was seen as the study of human nature. It was a singular perspective that if you look at one group and understand that you understand all of human nature. And unfortunately that was a group of the well educated, upper white middle-class American[s], which is where a lot of the research was done from the perspective, that is the researchers were from that group. And also the participants were also mainly from that group. And in the 1980s, many people started to question that [what was] said, that might be true of this group, but it's not true of everyone. And we actually need to understand the aspects of culture. In the beginning it was even seen from the culture of gender. That how a woman develops, cognitively, emotionally, is different from how a male does because they lived within different cultural constraints. And then that moved onto cross-cultural research. So a

lot of my work in developmental psychology is cross-cultural research. To give you an example, when we study death and dying we look at the various cultures and how they approach it and how that changes people's conceptions of death and how they prepare for it. And then how they go through it. And it's culturally bound (Bill, interview, March 5, 2010).

Another described characteristics of their discipline that are at odds with one another in terms of how they influence faculty to engage in, or avoid, study abroad:

Initially, the impetus to start didn't come from my department or college, but certainly the sustainable part of the motivation comes from what we know about engineering: that we are under more and more pressure, and appropriately so, to engage engineers and what it means to solve problems in a globalized, complex, environmentally crunched world. And in order to do that, we have to do it creatively. It can't be done in the classroom (Debbie, interview, March 1, 2010).

Yet the same faculty member highlighted that study abroad is “not a priority for my department or my home college. So it is quite feasible over the coming years that it will become more interesting, because ... there is a lot of pressure from the outside to do study abroad for engineers. But right now we are kind of data, or we just doing something that's completely unsustainable, or are we doing something that's a little ahead of the times for this department...It's not clear what direction we're going to go in (Debbie, interview, March 1, 2010).

For this faculty member, an additional challenge was posed by perceptions within her department and the engineering discipline about the rigor, and hence value, of faculty work on study abroad.

I know that if you focus on non-cognitive components of teaching, the way students feel, how they engage, how they experience, whether it is on campus or not, that is considered to be less rigorous than looking at more numerical quantities. Emphasizing teaching at any level tends to lead to an assumption that – and this is more a belief and anecdotal observation - faculty who emphasize teaching, even if they are doing good research and being productive in research, are often thought to be less productive even though the numbers don't play it out.

Basically, we have, our issue is we have a very traditional department that is used to promoting and moving people forward in a traditional way...how do you know that [going abroad with] 20 students is a thing of rigor compared to developing the next stage of amplifier. I know how to measure that, I know how to talk to people in the field who are academics, and get their input on my scholarship. But...who can objectively assess that? And that is a big problem, what is the answer? I think we really have a department that understands the usefulness of it but doesn't really understand how to assess. And that is where we run into trouble, it's assessment. How do you quantify the rigor of what we are doing in study abroad? If we could come back, bring students back and say "in terms of this thing that we said is really important, this outcome, these students are far and above the students who stay on campus." And if we value that outcome, then we wouldn't have a problem. But in an era of stretched resources, we don't define value very well, and assessment tends to get narrow. That's just the way it is.

Well after I did the [Hurricane] Katrina work, I won a university award, which was really appreciated, and I was told that that was going to make it harder to be promoted because I was pigeonholing myself into a teacher rather than a researcher. Where did that message come from? My department (Debbie, interview, March 1, 2010).

Another response uncovered how traditional subject matter priorities within a discipline can drive the support, as well as rewards, for faculty interested in and motivated to pursue study abroad opportunities around subjects, or in locations, that are considered outside the norm.

It's like the England [study abroad] program gets all the credit. I don't want to be petty. I feel like there's something structural happening here. I think it's pretty interesting that the England program keeps getting written about in English discourse, when that is a program that looks at Shakespeare. Other faculty that are doing other kinds of study abroad work don't enter the canon. These are the same debates that happen in English department[s] over what constitutes scholarship and whose literature should be studied and what requirements students should have to take. It's all part of the same conversation; just one more illustration of the ways the canon gets reproduced (Anne, interview, March 4, 2010).

One faculty member from the sciences explained the peripheral nature of study abroad in her department, and the misperceptions and lack of appreciation for it in contrast to other units within the college:

What pops up for me usually is the lack of appreciation for it. Most notably, when I met our new provost last year, he came up and shook my hand, "thank you so much for doing this," because I'm a person who's been doing it for longer than anyone at [my university]. So he was just pumping my hand and saying "this is a big deal. We want to head in this direction. You're a pivotal person, blah, blah, blah." And I realized, wow, nobody has ever intimated to me that they ever gave a rat's ass before, including my department members - maybe most notably my department members. For instance, one of the associate chairs of the College of engineering said, "we don't have any programs in science and engineering" even though she knows me so there's a sort of disconnect. And just this year, people started to come up to me and saying, "you know, Brenda, it is a lot of work and I really want to thank you for doing this." And I just realized that that had been missing. The people who study abroad think I'm awesome. And there are a few people in other departments who notice me and say "oh, this is great for you to do that." I certainly never got anything negative, but not so much appreciation for it. The biological sciences are not typically geared towards that kind of stuff. So it's not the kind of stuff that people appreciate around here so much, the cultural programs (Brianna, interview, February 23, 2010).

This sentiment was echoed by a professor in the humanities who explained, "In other departments in other forums, I have seen people's study abroad work get written up. You know, in the arts and science magazine, and this and that, different newsletters. There is nothing of that sort here. Things that I have seen get written up here are usually the same people's stuff. It makes me a little uncomfortable and angry that that keeps happening... I think the English department could care less what I do. There is no conversation about it. There's just total disinterest" (Anne, interview, March 4, 2010).

Several other faculty members, across disciplines and institution types, conveyed their experiences of departmental indifference to their own efforts to engage in educational work abroad with students. One faculty member, a business instructor, commented that, "Honestly, I don't think they care. If they know, that's nice. You're going to find a pretty unique person that is going to take this [study abroad] burden on. Because it is very labor-intensive. I think they are indifferent. Totally indifferent. I think people tend to be somewhat into their own thing" (Lena, interview, March 1, 2010). Another interviewee, a

science instructor, stated, “I don't think they care. They do because they can say “we do these study abroad [programs],” but I don't think there is a big push to. If that's what you do, that's fine (Brianna, interview, February 23, 2010).

One faculty member told of how she felt that her role in study abroad had negatively impacted the overall supportiveness of her home department, stating, “Now that I have taken this additional project on, I feel even less supported than I used to feel. I didn't really feel much support to begin with, so even less so.” She went on to say, “I don't even tell them what I do. I just do it, and they find out retrospectively” (Anne, interview, March 4, 2010).

Several comments indicated that faculty members commonly perceive a gap between the rhetorical support within institutions and departments for education abroad, and the financial and other backing that they provide in practice.

There was a lot of support within the department. There was a lot of support at the level of the associate dean who was the person overseeing this. There was a lot of support in the study abroad department, but that support...and frankly there was a lot of support at the university level, but a lot of it...was largely rhetorical. Yes, we believe in this, so make it happen (Damien, interview, February 25, 2010).

The same faculty went on to provide additional context on the gap they perceived between rhetoric and practice.

And there's all this talk about global. I mean, anything with the word globe in it, that's one of the real buzzwords now. But one of the ways to globalize anybody's education is to get them abroad. You know, I see the University as they were trying to do this on the cheap, so yeah, there is support, and I think there is a lot of goodwill. I just don't see the dollars in support of programs that I would anticipate if they really were that committed to it (Damien, interview, February 25, 2010).

A faculty member from Education told of a similar experience. “I got confused because I wasn't sure if the administration was really interested in making this go through,

even after it was approved. This is why it was confusing” (Nancy, interview, March 11, 2010).

Financial Barriers

In participant interviews, financial and budgetary issues represented some of the most commonly cited barriers, inhibitors, or frustrations with regard to involvement in study abroad. Experiences and perceptions of a wide array of financial barriers were present across disciplines and institutions.

As discussed in Chapter II, many comments referred to the budgetary challenges being faced within higher education at the time the interviews were conducted, and how this frequently was reflected in the level and type of institutional support for education abroad activities.

For a number of years the international programs office was offering 2 opportunities per year, for 2 faculty members to do these trips. But now it is only one. Funding cutbacks. They are only offering one trip, one opportunity for a group of students. In the past it was two short term programs per summer. Now it is just one (Edwin, interview, February 22, 2010).

I may do it again in the future, but my inclination ultimately, especially considering budget issues statewide that are impacting the college is [that] under the budget circumstances we are in, it's not likely to get better in the near term. I'd rather not invest a lot of effort and energy to get that program to go through the [approval] process, when it likelihood of being cut could be big. The budgetary constraints are probably the biggest thing that is looming overall (Stewart, interview, February 22, 2010).

I was told that there was a state freeze on spending. It was unclear for while whether that would apply to travel abroad outside of the state. And the VP of, the budget VP, was really unclear for a while; couldn't get a straight story on that. I should have written a letter about this, but I did express to the study abroad people that I just didn't feel like the instructor is being valued here. I mean, this is a lot of time, and it is a lot of responsibility (Charles, interview, March 5, 2010).

College of Nursing budget issues...they were interrelated to the university as a whole. As a result of that there was a need to rein in, so to speak. And then I think that they also started to see the writing on the wall about the global economic situation, and realized some things are not going to be possible. In the end, there was an absolute lack of money, yes. It was very frustrating to me, because, "I can show you some numbers", that's what I would always say. This is not sucking money; this is making money (Jeanne, interview, February 23, 2010).

The budget environment changed. So we were supposed to go last year, and I had nothing but problems from the get go...when the state starts pulling back their funding, who it affects is it affects mainly the study abroad program we have here. They start getting some of their discretionary funds taken away, and it takes away from faculty stipends ...and they cut that first....how do you fit an innovative idea into your contractual agreements, and the pressures that they have in terms of budgeting? (Bill, interview, March 5, 2010).

The budgets get tighter and tighter, in fact, this year, I am on the committee and I got all the applications, and then I got a thing saying "don't even bother to read them because we don't even know if we are going to be able to do them this year." And I was like, "Oh. It's such a disservice, but okay." So I put them in a file. But that kills me. It's been rocky, financially. Because as the budget has gotten tighter, of course, sitting over in the admin office, they are looking at the international programs, money going, "No, we have more important things to do than sending students abroad" (Dinah, interview, February 17, 2010).

My department agreed last year that I would trade Brazil for one of my regular courses, and then they said "budget cuts, just kidding!" And that was really frustrating and it took a long time to fight out...Is it really all about how much money we are bringing into the University? There are still non-economic impacts that are just as important, even when the budget is like a tank rolled over it (Debbie, interview, March 1, 2010).

A number of interviews revealed a growing trend within institutions, and associated pressures on study abroad faculty, to make study abroad programs pay their own way. As one interviewee related the messaging they received from their university study abroad office. "Our budgets are being severely cut, and they [the state] are starting to get very close in terms of telling the school, you have to generate enough money to cover your costs" (Bill, interview, March 5, 2010). Welch (2007, p. 336) cautioned against this trend, warning that the "costs and benefits [of international education experiences] should not be seen in merely economic terms."

Consistent with the growing trend within higher education of requiring university units and programs to sustain themselves financially, faculty are being asked, and in many cases required, to develop education abroad programs in such a way that they generate enough revenue to cover most or all associated costs, and in order to require less financial support from institutions.

It is what is called a self-support study abroad program...I don't have any support from the school anymore...what I do is now I teach the class as a stand-alone five credit class, and when the students go on the trip, my costs are absorbed partly in my salary but also partly in the students fees (Bill, interview, March 5, 2010).

When asked what was meant by “absorbed” the faculty member explained the financial mechanics further:

So when I go on the trip I have my own costs, round-trip airfare, lodging, food. I use some of my own money for that. But...my plane ticket...the students pay for...I take about \$50 from each of their fees that they pay and it goes into some of my costs. And that is something that we negotiated with the school, because the union wasn't too happy when they heard that I was paying [out of pocket] \$1,600 each quarter, and I was teaching the class, and they felt the school should support it. And what I tried to do to get outside of the mechanisms of the bureaucracy of applying each year for stipends and support is actually just making it a stand-alone trip. The students fees helped paid for it but I also got paid my salary. The school will not agree to it unless I hit the standards that they set. So it is a numbers game (Bill, interview, March 5, 2010).

While this faculty member, from a community college, had successfully figured out a way to make his program work financially within the confines of institutional structures and demands, he questioned the place of such solutions within the educational sphere:

There is going to have to be a huge push back on this issue of looking at education through a business model. You know, that things are done in order to generate income...I think study abroad is one of those big pushback areas. I don't see it as peripheral...the more I have done it, the more I see it as central, as an issue that I think every well educated adult should have that experience...this is not something that is just icing on the cake. I think it is a central issue of education, and I think that colleges really need to start talking about, how do we make these compromises in terms of

looking at things that are important, and putting our resources into that (Bill, interview, March 5, 2010).

A colleague from the same community college institution lamented the pressures and risks involved for faculty in developing self-supporting study abroad programs.

The biggest challenge that I faced, and I think other people would speak to this too, is the budget process, because...the program itself, from scratch, has to be funded entirely by what students pay. So you have to research and develop an entire program, and budget it out, and anticipate certain changes and expenses that may happen over the year or so that you do this, including airfare and other kinds of expenses that are fluid and change. You have to do all of that yourself, you have to do it in a way that's not going to leave you short, otherwise you have to cut your program that you advertised and say, "well we can't do this now because we don't have money." Or you have to fund it yourself. So that's the biggest challenge (Don, interview, March 5, 2010).

Faculty members at the other institutions represented in the study also reflected upon the impact of institutional focus on the bottom line, at the level of individual study programs:

Most of our study abroad programs...effectively they have to fund themselves... if they can't pay for themselves, they are cut. And I can certainly understand that. I mean, the university is not a charity organization. But on the other hand, if there is this commitment to getting your students abroad...(Helena, interview, February 25, 2010).

I think that if the University continues to marry down to what the financial bottom line in these programs is, it's going to make them unsustainable. You can only expect the goodwill of faculty to go so far, even among the craziest among us (Debbie, interview, March 1, 2010).

The pressures that faculty feel, and the requirements they face to make their programs break even manifest in other ways. One faculty member lamented the constant need to economize on the program design, at the potential expense of student safety, saying that, "you really do have to keep costs at a bare minimum, and that means faculty members sometimes have to cook, they sometimes have to sleep in a tent. And you find the best deals in a city, you know...a hotel has to be safe, but at the same time cost-effective because you

want to keep your budget close. I think that is a huge obstacle” (Bill, interview, March 5, 2010).

Another interviewee spoke of her experience in a program that was actually generating a surplus but was still not supported at the departmental level because the institution’s central administration, which collected the student fees and hence controlled the surplus, took those monies and reallocated them elsewhere in the university.

“One big barrier is that in the university - I can show the manager of budget operations and our dean that this group of students that I'm bringing to Belize, that with their program fee, not only do they pay for my expenses, which is customary, but they generate something like \$3000 in revenue from tuition and program fees. So it is a nice green box. But they don't see that as a green box, because that money goes to the general fund in the university, it doesn't come back to nursing. So nursing is generating revenue that goes into a shared pot and may not be distributed proportionately. So that is a huge barrier in my opinion. And it is something that I know is not within my circle of influence or perhaps anyone else's, immediate to me. But it is a problem because you frequently hear people say that, 'well study abroad generates revenue.' But if even a part of their revenue generated doesn't come back to the people who need to put in the investments to do the course, then that is a disincentive (Jeanne, interview, February 23, 2010).

One faculty anecdote speaks to the pressure to run abroad programs that are not only self-sustaining, but also affordable to students. In this case, these dual pressures to cover costs and keep the price of a program affordable meant the faculty member was not able to accompany the students abroad, in order to save money on salary expenses. “I knew that we could not in my opinion keep his program running, and we didn't bring the cost below \$5,000, when I compared it to other programs on campus. One way to do that was to pull me out of it, and so those costs are not being included this year.” In the end, this faculty member self-funded his own travel costs to accompany his students, which he saw as essential and part of his responsibility as the program organizer. “I am prepared to do

that because I feel it's important to keep the program going, and I felt very strongly about the cost" (Karl, interview, February 23, 2010). Another faculty member expressed how they were required to work for no compensation in order to accompany the program they had developed, saying, "courses we teach in summer on contingency, they need to have seven [students] to break even. Now they've said 12 for this one, and just one faculty would be able to get paid. So I'm going to propose that they let me do it on a contingent...or just for nothing" (Helena, interview, February 25, 2010).

Program success can rely on a variety of other factors subject to influence by financial pressures. One poignant example came from a faculty interviewee who felt a need to compromise the quality of what, in his estimation, should have been a small group experience.

A lot of the obstacles for doing good quality study abroad work ... is that if you really are having the students live in a community and becoming in some ways assimilated into that community, you need smaller groups... And so one of the biggest obstacles we have, I think, is you then have to convince someone that you are addressing the issues they have with the budget and at the same time you are trying to be innovative, which keeps you alive as a teacher....That is the pressure they have, and so it's easy for them to say, yeah you can teach a class of 80 general psychology, but this study abroad program of 12 or 13 students, it's just not going to cut it; we lose money off of that (Bill, interview, March 5, 2010).

This tension between program enrollments and institutional bottom lines exerts pressure on faculty members and represents a significant inhibitor to the investment and risk-taking required of so many faculty in their efforts to lead students abroad. Enrollment-related pressure on study abroad programs and the faculty members who develop and lead them are discussed in further detail below, and in chapter five.

Enrollment Pressures & Institutional Commitment

Program enrollment issues are closely related to the above discussion of budgetary pressures. The increasingly ubiquitous requirement for education abroad programs to be self-sustaining was a common topic of reflection in participant interviews. Faculty comments on the enrollment aspect of the study abroad financial landscape were numerous, and make it very clear that this represents a significant hurdle – and sometimes a barrier - for many faculty members involved in efforts to design and lead educational programs abroad. As the comments illustrate, faculty are often required to design programs that will break even or meet revenue targets based on specific program budgets, predetermined program fees, and minimum required enrollment numbers.

I think the original plan was that the group had to have 7 or 8. Because it was a first program and I only got to four, they went ahead with it. But now they are much more strict about it. I should mention too that I know that a number of programs have been cancelled for a lack of student participants (Edwin, interview, February 22, 2010).

I learned too late, to my sorrow, but I learned nonetheless, that it's very, very difficult to get a new program off the ground. That is, quite apart from all the paperwork and everything. One of the things that is very difficult about it is that a lot of you are recruiting for these things, and it's like, if you don't get the bodies, the program doesn't go; it's as simple as that.. When you are talking about minimum enrollment requirements, then every body is a dear one. And what happened was that we reached that drop dead date short of what it was short of the firm commitments that we needed. And so the university...was not willing to go forward (Damien, interview, February 25, 2010).

I think the University does [support you] as long as it makes economic sense. For the most part, if you don't make the numbers, it doesn't go (Helena, interview, February 25, 2010).

I remember how devastated I was that we had put all of his work into this proposal, and I was so excited. And we had this great set up with places to stay that were 20 bucks a night included breakfast and tea...it was so awesome. And then to be told no. (Dinah, interview, February 17, 2010).

But I was also told that if I want this to go that I would have to start going elsewhere to recruit. And the study abroad people are very much about, their instructor should

do their recruiting. And at this point, not knowing if it was going to go, sacrificing, you know, giving up pay. They had reversed that but for a month I was told that. I just thought, this is getting crazy and I got fairly demoralized. And I just stopped recruiting... The most demoralizing thing was, not knowing if they were going to cancel the trip or not (Charles, interview, March 5, 2010).

In response to the question, “Do you think the risk of cancellation is a deterrent?” a community college faculty member responded, “I think so. I was suggesting earlier maybe that is the reason why they aren’t putting in as much as they did. Because they have had cancellations, it must be expensive to do all the work involved and then not have a program go. So they are probably cutting back for that reason. So that is kind of a barrier. It’s definitely a disincentive. I mean, if a program doesn’t go, it’s, “do we want to do this again?” (Edwin, interview, February 22, 2010).

The enrollment pressures also translate into a workload challenge for faculty who, ultimately, are responsible for garnering participants if they want the programs to run, and to be able in turn to participate. One faculty member explained that, “Recruitment is a big challenge. Recruitment is on my own within the college. It is having flyers all over the place. I am doing it all by myself. So I don't have any assistance on that. My husband being a not regular professor here...everything is pretty much on my lap: emailing students, emailing admin assistants, emailing faculty, talking with faculty” (Nancy, interview, March 11, 2010). The issue of faculty workloads and education abroad is discussed below.

Virtually all education abroad programs require an initial investment of effort in the conceptualization and design of programs, the initial development of program components such as courses and in-country networks, the organization of logistics, and marketing and recruitment. Much of this work must be undertaken before an opportunity can be rolled

out and presented to students, and before the first participants can inquire, apply, or pay. A number of faculty members participating in the study levied complaints about the fact that they had to make such substantial investments in time, energy and personal contacts, while their institutions were unable or unwilling to fully commit to supporting the program – not only in word, but with dollars in the event of lower-than-desired enrollment levels or a failure to satisfy institutional bottom lines. The issue of enrollment pressure discussed above highlights this institutional hesitancy to fully commit to education abroad programs when facing the ever-present possibility that participant numbers may not be sufficient for programs to break even or generate desired revenue levels.

Faculty member experiences with regard to this lack of institutional commitment are indicative of both the frustration that this causes, and the deterrent that it represents to continued engagement. Faculty members do recognize and understand the need for institutions to hedge their bets and consider the bottom line. However, the shifting of both the investment burden and the risk to faculty who are seeking to develop and lead programs -- in many cases to support institutional goals -- does not appear to support a faculty inclination towards study abroad engagement.

Faculty Workloads & Support

Among the most frequently and passionately discussed themes about faculty involvement that came out during faculty interviews in education abroad programs was that of workload. Virtually every participant in the study mentioned – and in most cases discussed at length – the way in which their engagement with study abroad work, at all levels, required significant amounts of effort above and beyond their normal and expected

duties and workloads in teaching, research, administration, and service. Findings were consistent with what Welch (2007, p. 337) described as “the increasing complexity of academic work, and the increasing role that academic staff play in management [that] may impede academic staff from fully exploiting international opportunities.”

Many faculty members simply reflected on the amount of work required of them to design, develop and lead student programs abroad. Others discussed workload issues in the context of other factors that complicate, and often aggravate the burden of developing and/or directing programs abroad. These exacerbating issues include the lack of infrastructure, support and assistance for faculty members who are saddled with significant study abroad-related responsibilities, many of which may be both brand new to them and out of their range of expertise.

Another frequently cited frustration was the lack of verbal or financial recognition for study abroad work, despite the fact that so much extra effort is commonly required in the service of programming that institutions profess to support. Findings related to these issues are presented in separate subsections below; however, they inevitably surface in faculty comments and reflections about workload, and clearly play a substantive role in faculty feelings about past and future engagement in education abroad programs.

I can't underscore enough that the responsibility is huge, the workload is heavy...I said to my husband the other day, "I wonder what it's like to have one of those jobs where, at five o'clock you go home." What would it be like to go home and not take work with you and not think about it on the weekend or not be talking about what the next lesson plan should be, or what experiential thing do you want to give your students. I wonder what that's like (Dinah, interview, February 17, 2010).

The critical impact is that physical capacity limit that you just can't, if you work in this college, I don't believe you can take on study abroad, normal teaching load, normal

research load, and live to tell about it. It's just physically impossible to work that hard (Debbie, interview, March 1, 2010).

I think they have to understand the kind of commitment and sacrifice the faculty are making on these...We are running thin on the number of faculty that want to return back and that is creating a problem. I don't know how we are going to deal with that. Because it does cut into their teaching ability here (Charles, interview, February 18, 2010).

Some comments underscored the fact that developing courses for study abroad programs, and particularly programs that are built around a single course, takes significantly more time than developing or preparing for courses taught on campus.

It is more than taking on a class. Because you have to prep way in advance. And even now, I think you have to work more with the students, prodding them. Because unlike when they are just registered for a class, their tuition is all paid for and you know that student is in the class...It is more time consuming. I start by doing these information sessions in October, then there is the process of getting the students registered, and then once we've got the group together, it's managing the budget and working. So you are always spending a number of hours planning for something that is happening way later. Then when the time comes, then you have the spring sessions, and then when the time comes you are there 24-7. It's more than teaching one class (Charles, interview, February 18, 2010).

The cost to faculty is that it is harder. I can't pull out that old yellow set of lecture notes and just walk in. I can't just wing it. It takes more time, it takes more energy, it takes more dedication. There were nights when I was busy counseling, a person who was homesick. There were nights when there was the person who did what she really didn't want to do the night before, and then she had to live with it, and how do you deal with that. And roommate problems. You know all the drama. So it's more time, it's more energy. It's all those things (Dinah, interview, February 17, 2010).

One faculty discussed the impact of her study abroad workload on other areas of her job, and the professional sacrifice that often needs to be made in the service of the study abroad director role.

Me and my co-leader, we were both very involved on campus and all sorts of ways and of course to pull this together meant that some of our time was pulled away from some of those things. And so there was resentment about, "hey, you used to be really involved in this." But it was like, "hey, I can't right now, because I need to pull all of this stuff together"...but because we had both been so active, to see any withdrawal...other

people see that as, "hey, you're taking away from these other things that we see as really important." And I was like, "but this is really important too. And when I am done with this I'll come back to those." Which I did (Dinah, interview, February 17, 2010).

The issue of professional sacrifice was most commonly raised in reference to rank and tenure processes, and the pressures that faculty face, or perceive, to forego education abroad work that can be seen as an "extra." Not surprisingly, this view appears in some cases to have a negative impact on institutional - and particularly on departmental - support for education abroad work, when faculty are expected to be pursuing research and other work geared towards successful tenure reviews.

A lot of people think it takes a lot of work, and if you are a junior professor, usually chairs will discourage it, because that is your time to work on your book, you are going to need that for tenure...A lot of my colleagues that I talked to expressed such wonder why I do it, of course, especially if you are a junior professor, you would rather spend your time working on your manuscript, rather than undertaking this really intense trip with a lot of responsibility. So I guess I am lucky in a way that I can connect study abroad with the kinds of things I am interested in as an intellectual, as an academic. But for some of my colleagues, it is something that you do when you are done with something else. Because it is an added thing (Richard, interview, January 28, 2010).

I imagine the tenure trackers have a different issue, which is that they are not getting work release ... It should count as more than a regular three credit class, and in fact, it counts less...for tenure trackers, putting it somehow in their register that counts for something. Because now for them it's just a complete waste of time because it's not going to count for tenure, so why would a tenure-track spend this effort doing something that is just a wash? And there are a lot of things we do that are like that, but there is no way that your average junior faculty that didn't have tenure would carve their time out of your schedule to do this...You look around and you realize there aren't tenure-track faculty doing this; they don't have time. They are not getting rewarded for it at a small institution like this, which of course is rewarding research (Brianna, interview, February 23, 2010).

If I was tenure-track, I don't think I would be doing this. I don't think I could. There is no way. I would be sitting here writing my book (Anne, interview, March 4, 2010).

I got in enough trouble as an untenured faculty member. So I didn't need to add to that, and I don't think I would have, just simply from the possibility that things could go wrong. I would wait for tenure. And I wouldn't recommend it (Dinah, interview, February 17, 2010).

Numerous other comments illustrate the how commonly faculty engaged in international work experience exacerbated time pressures and the need to make difficult trade-offs vis a vis their other work.

We are desperate for time. It is important that time is not just time, it is focused time. If you have a research program and you're trying to juggle it with a heavy-duty teaching program, your brain just splatters against the wall sometimes in the process (Debbie, interview, March 1, 2010).

What I hear is it's an attitude that, "it's so much work, that I have to do other stuff, and when I am done with my other stuff, then I will consider it." Most people know how much work it entails. They have a clue. And I think most of them are correct in assuming that it is a lot of work before during and after...Before the trip – administrative coordination. A lot of paperwork. A lot of things to sign. A lot of bureaucratic stuff to deal with, with the [university] administration, with the international office, with the students, with physicians, with pockets of complex stuff that you have to string together...I can't do it every year. It is just so exhausting (Richard, interview, January 28, 2010).

The first thing they [faculty] think is, "Oh my gosh. It's all this extra work, and I've got enough on my plate, and why would I want to get involved, and all that." And so I think that's probably what happens with some of international programs and why you see so few faculty will actually sign up for that (Stewart, interview, February 22, 2010).

I did this without release time. This is a lot of work. A lot of work. Extra, extra, extra time that a faculty has to do – you really have to be committed to it. I don't know about others...at the undergrad level I think they get more help. But at the graduate level it's not a common practice to do this. We, faculty members who are doing this, we have the [study abroad] office to consult with, but everything else we do on our own. I do my own copying. All the grunt work I have to do on my own (Nancy, interview, March 11, 2010).

There is a lot of work and if you really look at the amount of hours you put into it, it's a lot of time, so it really takes someone who is committed to doing this. It's not something you just show up and teach a class and call it good...So you get a special group of people who are going to do this, because you're not just going on vacation, and it's a 24-7 job. If you think it's not, you're kidding yourself (Lena, interview, March 1, 2010).

The more overloaded people are, the less they're going to do things outside of their comfort zone (Debbie, interview, March 1, 2010).

People are just so busy and overworked and tired and stretched already, so I can imagine the barriers to many would be "there's one more thing I have to do, or one

more workshop I have to attend." People are pretty career focused themselves, and there are a lot of demands on faculty to begin with (Anne, interview, March 4, 2010).

What's going on now is that applicants are expected to come up with a much more detailed itinerary and budget; that is not my strong suit. But I tried to do my work on that. The burden is more on the instructors now to do some of that which is, you know, that is the real challenging part. The big hurdle is finding the time to do stuff like that when we are all swamped with teaching. It really takes a lot of work. It's a huge amount. It takes a huge commitment, huge time chunks and you don't always have it (Edwin, interview, February 22, 2010).

It takes a lot of time; that was never a barrier I was going to say. All of us have to decide how to spend our time, and there's logistics of recruiting, talking to each individual student, making sure they have their ducks in a row, all the extra meetings...that stuff is definitely a barrier because you have extra work...and that's an opportunity cost. In most academic institutions, if you have a full teaching schedule, your summertime is the time to recharge your batteries, have the time to do research, and to follow up with colleagues on projects with which I do a lot of and all of that. So I lost that by spending so much time away. And that's why I'm not going for a whole month this summer...I realize that with everything else that's on my plate. I can't give myself over to his experience every summer and be able to perform my other duties at the level of quality that I want to do (Karl, interview, February 23, 2010).

At each of the institutions where interviews were conducted, various levels of administrative support for international programs were available, typically through university-wide international program offices and occasionally through departmental resources dedicated to supporting faculty in their work abroad. However, faculty commented on the expectation of and need for assistance with a range of responsibilities associated with getting education abroad programs off the ground. In some cases, this was related to the sheer amount of work required. In others, to administrative duties and grunt work that faculty felt should not be their responsibility. And in some cases, faculty expressed a need and desire for support with work that was clearly outside of their expertise, particularly with relation to the legal and logistical aspects of programmatic operations in far-flung locations and unfamiliar cultures and environments. One faculty, summing up what she felt were myriad support needs, said, "Money is the key. And time.

And help. Personnel. Because if I had somebody, even like some secretarial help...things would have gone faster, because I am also teaching. I have 3 classes. We have a very, very heavy teaching load here...very heavy" (Nancy, interview, March 11, 2010).

Another faculty expressed that they had unmet expectations, both of support with specific tasks, but also in terms of guidance in how to approach various aspects of putting a program together.

I guess I thought that I would get a lot more assistance in setting it up. Because basically when you propose the program, you not only have to have created a syllabus and a plan of attack, and so on and so forth, but there were just a lot of logistical stuff that needed to be done...you sort of have to make this happen on your own if you really want to happen. But there wasn't. I guess a lot of guidance in terms of sort of, what are the things I need to, even just the order in which I should've thought about getting things done. I suspect in the long run. I could have used more assistance there (Damien, interview, February 25, 2010).

There was a lot of encouragement to go do it, but then that's it. I mean, I have never tried to organize a program for students and I didn't really know how one even does it...That was incredibly challenging, because I didn't really feel like there was anyone here who really cared. They were just interested in. "When are you going to offer it? Can I have the description?" I had no help whatsoever in figuring it out...even though there is a big push to internationalize education and all of that (Anne, interview, March 4, 2010).

Compensation, Rewards & Recognition

The question of compensation and other rewards, as well as recognition, was a frequent topic of conversation in faculty interviews. Discussions revealed a spectrum of compensation and rewards policies and practices for faculty engaged in study abroad, as well as a diversity of institutional and departmental cultures with regard to whether and how faculty are recognized for their work in international education.

As the comments below illustrate, rewards and recognition for the work of faculty is -- from the faculty perspective -- often deficient or altogether absent. Understandably, faculty feel they should get compensated for this work, and in many cases that compensation should be commensurate with the workload, sacrifice, and responsibilities commonly associated with this type of work. However, with regard to financial remuneration, faculty levied numerous complaints that the compensation they received was insufficient, and that this has a tangible impact on the interest and willingness of faculty to engage (or re-engage) in the work of taking students abroad.

[When] I taught the course the first time, I had to teach it without pay (Bill, interview, March 5, 2010).

They told me [the program] might go, but you won't get any compensation...I thought a lot about that, I talked to some of my colleagues about it, again, the dynamic here...there is an emotional component to this. You get fired up for this trip, it's something to look forward to, the students get into it...All of this stuff is going on and then I'm told, well it may not happen unless you go over essentially for free...that was demoralizing...I don't think it is sustainable for people to do this on a quasi volunteer basis... I think the instructor should be compensated more for this. And I think they would have more faculty participating in it. (Charles, interview, March 5, 2010).

There is no financial reward. None, whatsoever. But that is kind of our system works, you know. The state doesn't look that fondly on it (Dinah, interview, February 17, 2010).

On top of the course...it was a lack of support right off the bat, no financial support for me, I mean, there is no particular financial incentive for me to do this, I don't get paid anything extra...it's not recognized as sort of above and beyond the call. A lot of things are recognized that way here, but this is not. So that is definitely a barrier...So if I was paid for it, like compensated for it as a job, that would make a difference for me wanting to continue it. You know, you get an extra stipend, you're doing a lot of extra work here, that would be nice; it's recognition (Brianna, interview, February 23, 2010).

We are not getting compensated for it financially, so it's harder to justify. So I think that that has to count in there somewhere. I look around me and I find that if I am the longest standing person doing this, there's obviously some inertial barriers. You just don't find people that do this repeatedly for eight years (Karl, interview, February 23, 2010).

They will pay one faculty member. The first year we went, they just paid one...but one of us was doing that pro bono...Usually around here if you don't get paid, you don't do it. Because it's supposed to be viewed as being something that the university should be supporting, and should be wanting its faculty to do things like that (Helena, interview, February 25, 2010).

Some faculty members are allowed to count the teaching they do abroad towards their required annual teaching load. However, this seems to be the exception rather than the rule for several reasons. Faculty often are required to teach specific courses on campus, and what they want to teach abroad does not align with, and hence does not replace, the courses they would normally offer on campus. Additionally, study abroad programs typically enroll fewer students than the number that enroll in many on-campus courses, and as such, fewer student credit hours are being offered. Several faculty members raised this issue and suggested that in lieu of, or in addition to monetary compensation, that they would like to be excused from teaching a course on campus in exchange for teaching abroad.

One dream that I have is to transform a study abroad class into an actual class that gets counted in your teaching load. We don't do that, right? This is something extra. That is a big incentive for teachers. For professors...these are intense classes and so I would love to have it be considered as part of the teaching load (Richard, interview, January 28, 2010).

The provost's office should be committed not only in terms of talking about it, but also in terms of financial support. It would be great for faculty who are doing this, initiating and taking a risk, to have some time release for example (Nancy, interview, March 11, 2010).

Here, it really is about buyout. It's about, doing Brazil is too much on top of my regular teaching load, so trading the salary there for the salary to pay someone to teach a course the quarter after is what makes it sustainable (Debbie, interview, March 1, 2010).

This same faculty member went on to explain how in another sense, for her, the compensation is not a critical piece. "The money is totally irrelevant. In my world, where I

have the money I need, pretty much, to do what I want - and I know things are different for some people - but being part of the middle class is just fine for me. The money is irrelevant the salary is irrelevant” (Debbie, interview, March 1, 2010). The faculty member went on to explain that other rewards, however, are important. “It's workload and promotion. Study abroad hurts both. It causes your workload to shoot through the roof, and it should be somehow integrated into the promotion process. If the university thinks it's a good thing, it should be integrated into promotion criteria, but I think we are a long way from doing that (Debbie, interview, March 1, 2010). These reflections support the recommendation made by Omeara and Braskamp (2005, p. 235) that “campus leadership must be vigilant about keeping the reward system and mission in line and not allowing rewards to follow prestige-associated outcomes rather than faculty contributions that have direct impacts on students.”

When one faculty member was asked whether their teaching abroad was included in their normal required course load, they responded, “No, its extra. I don't think it does anything if you're asking, ‘does it help you get promoted?’” (Lena, interview, March 1, 2010). Other faculty echoed this sentiment, particularly as it relates to performance considerations, tenure review, and promotion.

You make it clear on your merit schemes, on your promotion schemes, on your annual valuations, tenure. Make it clear that that piece, that it counts. It doesn't count in any particular way...If you really say you want to be global, and you really say that diversity issues are really important, and justice issues...as a matter of fact, the expectation is that if you had been here for, even before you get tenure, before you get the next promotion, and for sure before you would be considered for full professor, you would've had at least either been on a study tour at a minimum, or you would have led one yourself. That is the way the University could show that this is an important factor...acknowledges that it is important...You don't just talk about globalizing your curriculum (Helena, interview, February 25, 2010).

I don't know if study abroad contributes to my stall for promotion problem, I think it probably does. There is an attitude of, 'Debbie getting distracted by the soft hearted things in life,' instead of there being an element of rigor in almost everything I do. So I think that study abroad is just another part of that pile of things that I do that just happens to be very different, and is often assumed to be of less rigor. And that is the more pervasive problem that needs to be addressed (Debbie, interview, March 1, 2010).

I don't sense right now that there's any great professional return, if you will, in the eyes of the university about this (Karl, interview, February 23, 2010).

Faculty expressed a desire for institutional recognition in the form of simple acknowledgement of their extra efforts, and the contributions that they make to schools that are advocating for internationalization. Faculty members were asked: what was the one thing that the institution could do to encourage you and your and others' to take students are more students abroad more often?

More recognition. I think they are indifferent. Let's thank the people, and look at what they've done. It doesn't take a lot; it's just a little bit of recognition. Here's a group of people and this is what they did...in terms of compensation, money would always be better, but I don't think that's the number one motivator in doing this. The school is actually very supportive, but I think it would be nice to have a little more recognition for the people doing this (Lena, interview, March 1, 2010).

There are three things that I'll prioritize. First, compensation. And with that would be reduced liability. Second would be more administrative recognition of the significance of study abroad. That comes down to an administrator just knowing about it and making casual comments. It just doesn't happen. This administration...they just seem aloof about stuff like this. And then lastly, just respecting the faculty's expertise in this area and recognizing that (Charles, interview, March 5, 2010).

Recognition issues were also expressed in terms of the failure of colleagues to understand – to recognize – the amount of effort and responsibility, and the difficulty of the work commonly required of faculty in their study abroad roles. Faculty cited misperceptions within the academy of study abroad as a vacation, or as lesser work. This perception, or misperception, also holds true for students participating in study abroad despite the fact that many students report working harder and learning more while

studying abroad than in their traditional campus based academic lives. One faculty stated that, “Those that have gone there can appreciate the difficulty and the hardship that it actually is; it’s not a fun time. Those that haven’t think that it’s a party and that they just hang out and have a good time. And after doing it, myself, I generally appreciate how difficult it is, and I support those faculty as much as possible” (Charles, interview, February 18, 2010).

Other faculty explained a similar sense or experience of both jealousy and misperceptions among colleagues who associate the study abroad experience as opportunistic and lacking rigor or value. “Everyone else, when I come back, everyone thinks I just went to Brazil and had three weeks of fun. And the connection between that and the real class is a hard sell. So when you ask, ‘are my colleagues thinking about it or not?’ I wish they were” (Debbie, interview, March 1, 2010).

Risk & Liability

Based on personal experience and initial conversations with faculty prior to the study, the interview protocol included a question about faculty experiences with, and perceptions of, personal risk and responsibility when taking on the role of directing student programs abroad. Faculty responses to this question were numerous with nearly all study participants citing concerns about their sense of partial or complete responsibility for student health and safety abroad, often exacerbated by a lack of preparedness and training, and a sense of already-huge programmatic responsibility.

When we were on this trip, and they were like, ‘we’re going out drinking tonight, because there’s no drinking age,’ I thought...‘whoa, I am kind of really responsible for

them.' And when they showed up hung over by a lecture from a Chang Mai University professor, it didn't just reflect badly on them, it reflected badly on me and on the college. And then the idea that one of them could have been hurt or raped or robbed... that was a heavy responsibility. It was uncomfortable (Dinah, interview, February 17, 2010).

If something happens, regardless of what we might be able to say, legally, ultimately, they are our responsibility. So you have to understand that you are going to be held accountable. So there is a big risk involved there, I think, for faculty, because stuff happens. And stuff happened on my trip. And stuff happens on other people's trips. You are ultimately responsible, even just in terms of reputation, so that's a risk, and there's no way to completely get rid of that risk. People have to be willing to sort of roll the dice on it. And I've talked to faculty on it who said "that would give me serious pause" or "I don't know if I would do it because of that." As an individual faculty member, you have to say that you are somewhat rolling the dice, because ultimately you never know what kind of support you're going to get until it happens (Don, interview, March 5, 2010).

It's intimidating. Basically, we can't control what students do, and at some level we are responsible for what they do...[having] no position [of] power is a huge problem abroad. I far wish that I could tell a student, "look, if you get yourself in an unsafe situation that I asked you not to get into, you are on the next plane home"...The fact that we can't do that at the university level is a barrier to what we do...when I have students jumping into a piranha infested river in the middle of the night and I can't drag them out, and say hey "do you want to go home, or do you want to finish the program," it's a problem...I don't want to have an injured, harmed, killed student under my belt, ever...It's a barrier to going abroad (Debbie, interview, March 1, 2010).

One of the biggest risks that I see in terms of a faculty member going into study abroad programs, is that unknown risk and anxiety that you sometimes have with taking a group abroad. What happens if there is a huge cost, what happens if a student is injured, the liability, all those kinds of issues? ... I am pretty sure the college would accept liability for that. I have asked that question before, and the answer you get is, "we will cross that bridge when we come to it. We would have to see how that could be handled and what it was like." ... I'm okay with having little bit of the unknown and anxiety in that case. I'm not that anxious of a person. But if you like things to be really orderly, and you worry, I think that would be one of your biggest worries. Along with, I think the individual safety of your students, that's a big worry that you have....I think that the nature of the way we think about risk and hazard in our daily activities is totally changed and it has become much more litigious, or legal. And this plays out in weird ways (Bill, interview, March 5, 2010).

Faculty also expressed reservations about the financial responsibility they felt they were asked to bear when managing tight budgets in unpredictable environments where unexpected events – both good and bad – might necessitate or merit spending beyond that

what was planned or approved. As one faculty member put it, "I'm not sure I am willing to take on the personal responsibility that is expected, which is: if your program goes over financially, you are personally liable. I'm not really good with that. But that personal liability pain, it's as if they were expecting that if there is a problem it's because you did something wrong. And I don't like that....I think they are crazy. The financial one is the one that makes me the most uncomfortable and makes me resentful" (Dinah, interview, February 17, 2010). The same faculty member goes on to tell a story that highlights this type of financial risk:

If someone had gotten hurt, or we had had to stay two extra nights because of [political instability on site], the idea that I would have been personally liable for what some radicals in Thailand did, pisses me off. And it would make me think twice before doing it again...we were actually financially liable in some ways that we hadn't expected. It's actually a big dilemma. I would love to do it again, but I am not sure but I would under the current configuration. I sit on the [approval] committee that looks at the proposals for short-term study abroad because I really believe in it. But, wow, I am not sure I would put myself on the line quite that way. And I wouldn't do one alone (Dinah, interview, February 17, 2010).

Other faculty members echoed similar unease about their personal liability.

I don't think there are many schools that would just across the board say we will cover all of your expenses. In doing that, I think that leads to behaviors that you would worry about. But I do think that is the biggest issue...*Quite often, faculty members come back, it was a very successful trip, and they may have gone over budget, some liability factor may have happened. And then the school is less likely to then go back and say yeah, you can do that again (Bill, interview, March 5, 2010).*

One faculty member summed up the overall sense of personal risk and responsibility that so many interviewees expressed, including the concern that their institutions do not appreciate, nor are they prepared or inclined to assume, the amount of risk and responsibility that impedes the ability of faculty to focus on the substantial undertaking of program development, instruction and leadership.

I don't think that people who haven't led trips abroad have an idea of the extent of responsibility that one feels...Even among the deans and assistant deans, the executive level, they know it from a risk management language standpoint, but they don't have that feeling aspect of it from experience...I feel like once you hit the ground, anything can happen...To what level does the support rise when the chips are really down? I'll have to think about that, I'm not sure (Jeanne, interview, February 23, 2010).

Institutional Expertise in Education Abroad

A topic that surfaced in many faculty interviews concerned the different levels of expertise that exist in the people and structures within institutions that are charged with governance over study abroad program development, management and support. Many policies, practices and people that pertain to study abroad (i.e. administrative, managerial, educational, cultural, financial and legal, etc.) reside outside the typical structures of most higher education institutions. That is to say, they are usually not part of an academic department, even though they are substantively concerned with academics. Their leaders may just as easily come from academic as administrative backgrounds. Their policies tend to be idiosyncratic based on institutions' individualized study abroad and international education landscapes. And with the rapid growth of study abroad in recent decades, and the blossoming of internationalization on college and university campuses, many schools are finding their way in the sometimes familiar and sometimes uncharted waters of education abroad. As such, many faculty members commented on the lack of expertise and understanding on the part of their institutions and how this impacted, in varied ways, the support they were able or expected to provide faculty in developing and running programs.

As faculty interviews indicate, the lack of institutional experience and expertise on the part of individuals and offices at times translates into tangible barriers to effective program development and execution.

I don't think there is a sense of what faculty really need. I would be hard-pressed to say that...I'm trying to develop language to talk about the skills that I have had to find to do this work, but also what I would like the university to help me with. I don't really know yet, because they can't go to Bangalore to do that for me, the connections and make the links. I mean, that's something I have to do...I have a really poor opinion of [the international programs office]...It hasn't been a deal breaker because the benefits of doing this are magnificent. Just magnificent. I love it (Anne, interview, March 4, 2010).

They are going to have to clean up a couple things. One, I think the instructor needs to have more latitude, and less harassment from the budget side of things. At least that was my personal experience that left a little bit of distaste...I just thought there was a lot more red tape this time around (Charles, interview, March 5, 2010).

But we had this problem, that Thailand is a cash culture. And so trying to deal with financial people [on campus] who said, "we want receipts, we expect you to use a corporate credit card,"...I felt like we put together this great proposal. We are obviously competent teachers, respected, and then we were treated like children. And that was pretty tough...I remember us, the two of us saying, "wait a minute; I thought the purpose of this person's job was to enable us to pull this program together" (Dinah, interview, February 17, 2010).

I think the university doesn't have enough experience with Africa to know. They have experience with Guatemala, Nicaragua...and now with Italy and China and Europe. But we don't have experience with Africa...there is a risk on these things (Helena, interview, February 25, 2010).

We have had four deans or acting deans since I have been here in three years in nursing. So there has been a lot of turnover, and a lot of inconsistencies, and just challenges in getting answers ...One thing that was the most distressing thing to me about not going to Belize last year is that no one ever notified our partners in Belize. I hate to even say it, it makes me so upset. And I tried. When I was going to Belize in 2008...we knew that our upcoming year's courses would be canceled. So I suggested to our acting dean at the time, "our community health team drafted this letter in case you would like to edit it or look at it, that explains, in general terms, what has been going on, and the fact that we are so sorry, but we won't be able to come next year, but we still respect you and appreciate our work with you and the Belizean people"...and I got reprimanded, like I got a slap on the wrist for even suggesting that we do that (Jeanne, interview, February 23, 2010).

It wasn't entirely clear to me, with whom I should be working to resolve these problems most expeditiously. In other words, were these problems with the academic side of things? And which I had to resolve through the administration of the college? Or were these legal issues, where I needed to be working with the university counsel? Or were these issues in the study abroad office? So sometimes I had a sense that there had to be an easier way to solve the problem, and that if I could talk to the right person, we could have resolved these things (Damien, interview, February 25, 2010).

A number of faculty discussed the strategies, or lack thereof, used by their institutions in approaching, managing and supporting education abroad opportunities and programs. Several faculty members perceived a lack of institutional vision as a significant issue in whether and how faculty are engaged and supported in study abroad work.

Given the way the university touts itself as being an advocate for social justice, I think part of it is that no one has done kind of a systematic examination of the programs that we do have sending students abroad. Let's put it this way, it's very atomized. And I think if we were a little more systematic in the first of all defining what it is that we want for our students in terms of a foreign experience, and then deciding, looking at the programs that we do have and saying, using the answers to that first question as a touchstone, you know saying "are the programs we're delivering now delivering what it is we would hope our students would get from this experience. But that's about the extent of the coordination of our study abroad programs at this point, and it just seems to me that if we had a guiding philosophy or a guiding set of outcomes that we wanted, that it would make it easier...It's really a matter of leadership and of organization that hasn't been there (Damien, interview, February 25, 2010).

[The international programs approval committee] definitely has a gatekeeper function, there's no doubt about that. It could be made much more of a win-win for college and the students and the faculty if it was done in a way that really, a more team way of pulling people into it (Stewart, interview, February 22, 2010).

Program Ownership

The study abroad experiences of nearly all faculty members interviewed were on programs that they themselves had developed. That is to say, they had conceived of a program based on personal interest, teaching expertise, and/or international experience, and had built a program around those personal “drivers” of study abroad creation. Very few faculty interviewed were recruited to participate in, or take ownership of, programs that were seen, or managed, as if they belonged to a colleague, a department, or the institution. This common, individualized and very personal approach to faculty-led programs abroad came out in several comments. These indicate that the personal

ownership and consolidation of international program control poses several barriers to faculty involvement, program development, and program continuity. One faculty member expressed how in his experience, the ownership of programs by others created barriers to entry for faculty interested in participating:

One of my complaints about the whole thing is that you can't reach into that, you know. It's like these courses in a way become the personal property of the people who have created them. You know, they invite whom they will and they don't invite whom they will to be part and parcel of them. So it's been a course that I've always been terribly interested in the probably will never be a part of (Damien, interview, February 25, 2010).

Personal ownership of programs can also mean that programs – and hence the opportunities for engagement that they represent - often live and die by the ability or willingness of faculty to continue leading them.

The effort has been ... largely individual. People get fascinated by a place and they decide, "I would like to take my students there." Then it happens. But you know, that is so totally individual that should that person retire or leave the university, then the program is moribund. And it shouldn't be that way" (Damien, interview, February 25, 2010).

One faculty member lamented that, "it's like one person's baby, and if that person leaves, as they have very frequently recently, then that is it – poof! There is no program. This is not a good way of doing it. So we are working on trying to institutionalize within the college some better procedures so that things don't drop as much as this" (Jeanne, interview, February 23, 2010). Another faculty member expressed their own sense of ownership and territoriality over their own program, raising an interesting counterpoint to the above comments by indicating the difficulty, and reluctance, for some faculty to pass on or hand over what are very personal things like local contacts and relationships.

I feel very territorial. They are all people and links I have created, I know their families. It has taken years to develop that. I feel pretty ambivalent about e-mailing somebody and saying "next time someone else will be there instead of me" I don't really feel like it's a program that is sort of set and the faculty to show up and lead a discussion now and then. That's not how it works at all (Anne, interview, March 4, 2010).

A faculty member who had developed and run a program in the Caribbean highlighted how his departure from the institution meant the end of a well-established established program because it could not be easily taken with him, and there was no one to pass it on to at the school where he had worked. "I did it for four years in a row. And then because of personal relationships and family issues, I had to move to the West Coast. And when I moved out here, I gave up on the project" (Bill, interview, March 5, 2010).

Other Institutional Barriers

One inhibitor for several faculty members, if not a hurdle or barrier, was the misperception among colleagues about their work in education abroad. The misperceptions echo those often heard with reference to the student experience in study abroad, namely that the programs lack academic rigor and represent something more tantamount to a vacation as opposed to a serious work and/or learning experience. In fact, as reflected in numerous interviews, the study abroad experience for faculty is far more demanding, as well as rewarding, than the typical course taught, or semester spent on the home campus.

Those that have gone [abroad] can appreciate the difficulty and the hardship that it actually is; it's not a fun time. Those that haven't think that it's a party and that they just hang out and have a good time. And after doing it, myself, I generally appreciate how difficult it is, and I support those faculty as much as possible (Charles, interview, February 18, 2010).

Everyone else, when I come back, everyone thinks I just went to Brazil and had three weeks of fun. And the connection between that and the real class is a hard sell. So when

you ask, "are my colleagues thinking about it or not?" I wish they were (Debbie, interview, March 1, 2010).

There was a little bit of that (jealousy) that had to do with the fact that my wife came along. There was this little things like, "Why is she there? What is she doing? What is her role in this? Is she getting a free ride, a free vacation?" That was never the case, we played by the rules. But I got a bit of a vibe that that may have been...you know, a little hallways talk (Edwin, interview, February 22, 2010).

Those are kind of perception issues that I chalk up to being less familiar with what is actually going on (Jeanne, interview, February 23, 2010).

What I didn't always get, and this is people who don't know study abroad, will say, "yeah, the college's paying for you to have a trip and hang out with some cool students and go drink in bars and see some sights." And it's like "oh man don't to me that disservice" (Dinah, interview, February 17, 2010).

Personal Barriers

Additional issues for study abroad faculty were raised in the course of interviews. While the following challenges were neither as pronounced nor common, they merit mention on account of their representation of actual or possible barriers to faculty engagement in education abroad, and due to the fact that they could – and perhaps do - apply to a large number of faculty who have the potential for greater engagement in the field of foreign study.

One issue cited by several study participants was the fact that personal commitments and relationships, namely family, often inhibit or suffer from involvement in international education programs.

I have two small kids now. So it's much more difficult to sort of pack up everyone and go. I have a really supportive partner, but I have to work on the family months and months in advance, to say, "remember we're going!" and to build into the culture of the family that this is part of what mom does. Every now and then, we all pack up and we go, and I think in the next few years will start experimenting with just me going for some time and coming back. It's definitely a challenge when you have any other commitment besides academia (Anne, interview, March 4, 2010).

For those faculty that take the group over for an entire quarter, either they leave their families or they take their families. But they usually have mortgages to pay, and they have to figure out who is going to take care of their house, and their dog, and all this stuff. So it's a lot more work than people realize. If you are single - and we have had faculty that were single - they basically either lease out their apartment for a few months and take off, and it's not that much of a problem. The longer time period definitely would be much more work (Charles, interview, February 18, 2010).

It's the time that's important. So I lose the time, and where would the time go otherwise? It would go into my marriage and my circle of friends, family, friends that make my family. It is taking away from doing nonprofit work. I started a nonprofit a few years ago and it is taking away from that. But I think really, the critical part is that I believe in it; I believe in doing it. It's the thing to do. It's good for students; it benefits them; it's high impact (Debbie, interview, March 1, 2010).

Other Barriers

External factors outside the control of individual faculty or their institutions also weighed on several study participants who discussed their concerns and the risks related to global events and dynamics that could adversely affect – or entirely upend - their plans to take students abroad. Two faculty specifically mentioned concerns about global security incidents and the potential for political unrest that can, and do on occasion, make international travel with students difficult or impossible:

So we put forward this proposal, and it was accepted, and then the Bali bombings happened. And the assistant attorney general said, "hmmm, no. I think we have to wait a while," and then the State Department, which considers the 40,000 islands in Indonesia as all uniform - and of course that is completely not true - the State Department said, "no we are putting a travel advisory." And that travel advisory stayed in place; technically it is still there although it has loosened just a little. And I have been to Bali three or four times since then. But what that did was that, they said "no, wait a year." So they postponed our program, and after another year, they said, "no you can't take students to Bali." And we were crushed...Our administration. They said "the liability issues are too big, the State Department says you can't go, so you can't go" (Dinah, interview, February 17, 2010).

The risk factor is unknown. And from here when you're trying to find out: is it safe? You hear a lot of things. You have to plan. You know, proposals are due in early fall, and you don't know what the political climate is going to be (Helena, interview, February 25, 2010).

Another faculty member told of the impact of exchange rate fluctuations on already-tight program budgets that are determined (usually by the faculty themselves) well in advance, when most programmatic expenses are incurred in the local currency, and during the actual running of study abroad programs.

In my particular year, the dollar just went south for the winter, and all of a sudden a trip that had been based on a Euro that was budgeted on the base of a euro that was a dollar thirty-five, and we had figured in a 15% - just in terms of figuring the cost of the thing - we had figured in a 15% currency fluctuation. It happened. And then some. We could see our own budget getting increasingly tight, and the students looking at what it was that they were going to be expected to pay. You know not all of them, but a couple - three of them - said, "I'm not going to be able to swing this" (Damien, interview, February 25, 2010).

Finally, faculty members mentioned the negative impact of student experiences and feedback they received from participants on the programs they had led abroad. While most faculty perceived students as having transformative experiences (and cited this as a major motivation for engagement in study abroad), comments about student criticisms and behavior in-country weighed heavily on some.

I was a little embarrassed by my students' participation in 2004. So in 2006 I didn't do it at all, kind of to protect my relationship with [our local partner], partly, but also because I felt like my students weren't prepared for it and if I was to re-imagine a [local] connection, how could I then support my students to succeed in a space like that? (Anne, interview, March 4, 2010).

I was really so - at the end of the trip - exasperated with having to deal with what I thought I shouldn't be dealing with because I am the teacher and this is an academic program, not a self-help, you know, sexual discovery kind of trip. But I had to deal with that on the level of what I thought was sexual activity that was just too much for me to witness. And also the fallout of that...I didn't want to be in the same hotel with them because I was witnessing things, and it was loud. That was very big. That was my biggest challenge (Richard, interview, January 28, 2010).

And just because I haven't asked the right questions in the right ways, and it's very hard to get student evaluations back after these things...I haven't sorted that out. But I need to make it part of the curriculum so that I can actually get the positive and realize why I'm doing this. Because you're not doing it for the money, and if you don't get that data, boy, you start to say "why am I doing this?" So I have thought a lot in the

last few years about not doing it or not doing it every year (Brianna, interview, February 23, 2010).

Supports for Faculty Engagement in Study Abroad

Interviews with study participants yielded a wealth of information about institutional/professional as well as personal factors that encouraged, facilitated or otherwise supported faculty involvement in education abroad.

Participant interviews included questions designed to address the question of supports to faculty engagement in study abroad, including:

- What were your reasons or motivations for getting involved with leading a study abroad program?
- Have you continued to be involved with taking students abroad?
- What do you think have been the most important things your students got from their study abroad experiences with you?
- What have been the most important things you've gotten from taking students abroad?
- Do you think students and educators within your particular discipline stand to benefit from internationalizing their academic experiences?
- If there were one thing that either the institution or your department could do to encourage you (and other faculty in your department) to take students abroad (or to take more students, or to do it more often), what would it be?

Faculty members were also asked about how they were able to mitigate or overcome the challenges and barriers they encountered in their own experiences

designing, developing, and leading education abroad programs. First, findings on faculty experiences of institutional supports are presented, followed by personal supports. Finally, other relevant supports identified in the data are presented.

Institutional Supports

Funding

Along with faculty comments on the many funding and financial hurdles of effective engagement in education abroad, many interviews touched on ways in which funding had functioned as an incentive or support for them in their international program work. Most of the data supporting funding as a key support mechanism came in response to the question, “What is one thing your university could do to better support study abroad?” Faculty expressed diverse benefits that additional funding would have on the programs and faculty interest and ability to participate. Given the ubiquity of faculty complaints about study abroad workload and the widespread lack of compensation, additional funding in the form of salary, stipends or grants were cited as ways to encourage engagement and support international programs. As one faculty interviewee summed it up, “The first thing would be money” (Don, interview, March 5, 2010). Several comments from others followed suit:

As soon as I found out that they have a grant to do it, I said, sign me up I'll go, because I want to take students to do it (Stewart, interview, February 22, 2010).

It would be stable support. Especially in terms of finances... But that sense of stable support, I am not always sure what international programs does anymore, when it comes to study abroad. They don't always feel supportive. And I want them to feel not only stable but supportive, and especially in terms of finances. That would make a huge difference (Dinah, interview, February 17, 2010).

Several faculty mentioned funding as a way to free them from other responsibilities – namely teaching – that present common hurdles to faculty who want to take students

abroad but who are expected to be teaching on campus. Funding for replacement teachers and course buyouts were mentioned as mechanisms for enabling faculty to take the time needed to work on programs which are both labor-intensive and require extended periods away from campus and out of the country.

From my standpoint as a director, if I could say, "OK your classes will be replaced here in Seattle if you go there," that would help them, because I think in many of the programs, if they weren't here teaching those classes then the students couldn't get those classes in order to graduate. So they felt compelled that they had to be here. So relieving them from that... Would some sort of other financial encouragement help? Maybe so. Because they have to deal with their residence here, so it is costing them more. That's a tough one. I think the course replacement would be a good thing. And you know, I think that is probably the biggest thing (Charles, interview, February 18, 2010).

I do a budget now that talks about replacement costs. Like if I have to be gone, I will put in the money if we have to hire an adjunct to teach the three credit course that I would otherwise be teaching (Jeanne, interview, February 23, 2010).

In discussing barriers to engagement, numerous faculty alluded to the challenge posed by the need to establish (or re-establish) contacts on the ground, to scout locations and organize program logistics. Research and development is another area in which funding could support faculty in assessing program feasibility and laying the groundwork for programs in advance.

So the next time I go... maybe I will ask for funding... we used to do this, the Provost's office used to have funding for especially junior faculty, funding to go to a place to consider it as a site for future programs. It is expensive but I think it is worth it because you need to establish trusted people on the ground (Richard, interview, January 28, 2010).

Lastly, faculty mentioned the need for institutions to provide financial support for student participation in programs. Scholarships and other student support not only provide greater access to students otherwise unable to afford what can be costly educational undertakings, increase the diversity of participant groups, and enhance overall

participation levels. It also can potentially alleviate some of the issues around student enrollment levels in programs, cited (above) so frequently as a major challenge for so many faculty members involved in – or hoping to be involved in – education abroad.

I would really like it if more financial assistance was available for students. As far as I am concerned, I would like my forthcoming trips to be much more diverse in terms of class status. A lot of our poor lower middle class students don't get these chances. I know there is aid available, but greater opportunities to have more of our students who would not be able to travel in their regular lives, to have this wonderful opportunity. That one I would really feel good about. It would make the trip even much more interesting. That doesn't benefit me directly, but it will benefit the study abroad programs that I have (Richard, interview, January 28, 2010).

Scholarships. I have different things in mind. If they provide subsidize part of the student expenses, like having a discount on tuition fees, because of the students' additional expense, that would be really helpful if there was some scholarship. It will help us because more students will sign up for the course, instead of us waiting, waiting to see if it will happen or not. I say that the scholarship is critical because students have asked for it, and since the university is emphasizing global education and citizenship, it's part of walking their talk. (Nancy, interview, March 11, 2010).

Support of Colleagues

As noted in interview excerpts above, it is evident that faculty want and need different types of support to encourage their participation in study abroad, but also to facilitate successful experiences and outcomes. In addition to funding and logistical assistance, faculty expressed how beneficial, and in some cases critical it was for them to have the support of their colleagues, both in word and in deed. Just as faculty noted the absence of collegial support as a barrier and disincentive to their study abroad work, so did they express the benefit of this support when it was present:

It has been an ongoing conversation with students fantasizing, you know, "why don't we do a research expedition?" until [my senior faculty colleague] prodded me into considering seriously an 18-day trip, and I said, "Yeah, Why not?" ... There is a lot of support for this because there is a sense that not a lot of professors do this, and if we

can have one or two in our dept that is amazing (Richard, interview, January 28, 2010).

[Colleagues said], "come to my class and talk about your study abroad. Please let me have the information so I can put it up on my blackboard site." People were incredibly supportive (Dinah, interview, February 17, 2010).

The folks here in business are extremely supportive of me doing it. They were 100% behind me. And I think pretty much everybody that I ran into, people said "be sure you apply." Once I found out about it, I talked to a couple people on the committee and they said, "you have to apply, Steve." And I rushed to put this out on the deadline and I did it. I don't think there is any obstacle politically at all. That is not my sense of it... My sense is that everybody who knew I was interested...was all supportive and wanted me to do it (Stewart, interview, February 22, 2010).

So [colleagues] are pretty proud of that on a certain level...it is the thing that I'm single, the most noted for in my profession around here, outside of the biology department. I'm sort of known outside of biology, which is typical for a lecturer because typically we do our little biology thing, and then because of this, a lot of people know me.... So it's given me some professional recognition (Brianna, interview, February 23, 2010).

Overall I would characterize [my department] as very supportive of global education. And we have faculty who are very well experienced in a lot of global environments (Jeanne, interview, February 23, 2010).

Several faculty members also mentioned the importance of having had the encouragement and support of a particular advocate or champion on campus. In these cases, not only did certain individuals provide inspiration or impetus to develop and lead programs abroad. They also opened doors and removed barriers to faculty, indicating that there is a potentially significant supportive influence to be wielded by those on-campus international programs decision-makers who act as gate-openers, as opposed to gate keepers.

I came back in the winter term and I said, "Paul. I have done this before. I am ready to do it again." And he said, "well what do you need to do it?" And he talked to the president and the dean's...I think you need an advocate within the study abroad program that actually does that. And they came back and said, "we will break even, if you can take 12 students on this trip. We will support you...And it is something that I feel; here at [the community college] I have had a phenomenal amount of success

because of the support that the administration has given me. They have never gotten in the way, and in a way they kind of bend over backwards because they see this as something that they believe in too (Bill, interview, March 5, 2010).

It was largely [the former international programs director], if you know [him]...a very charismatic guy, he inspired me after talking to him a couple times, to go for this Namibia...They thought it was very exotic and fit right into the values here (Charles, interview, March 5, 2010).

I went to the office one day, I had never been there, and I said, "Hi. I'm really interested in study abroad. Who do I talk to?" So I was directed to [the departmental study abroad office] and they were really excited and gave me a lot of flexibility and said do it (Anne, interview, March 4, 2010).

Institutional Infrastructure

As a corollary to faculty lament about the lack of institutional expertise and assistance in the development of programs, faculty were quick to note the benefits of having received practical support from their departments or study abroad offices in developing and directing student programs abroad.

I'd be more inclined to rely on my wife's [the international programs director] expertise, if I was going to do that because she is the person who does the job of logistics and that sort of thing. She's really good at that. And I'm more of a person [focused on the] larger vision instead of that administrative component, which I'm not nearly as good at (Stewart, interview, February 22, 2010).

We have a study abroad office now, and a lot of those things have gone away because a lot of those people are helping. They're helping recruit or helping show you what you need to do. They're helping faculty think about management of the courses and what they need to do in locking people up and all that stuff, so that really has been solved in most ways, that particular barrier...What I really like about the study abroad director here, she is like, "We've got your back. You can send a student home anytime you want. We are going to support you." They are going to support the faculty member, and they are going to give you the support you need to make sure that you have got somebody helping you (Brianna, interview, February 23, 2010).

Having an office of education abroad, which is relatively new, is very helpful. Having [the director] to go to, she is so patient, so helpful, very encouraging. So that's a big plus. The other plus is when we did a needs assessment, the interest of students is very

high. Also with the faculty here, they are very excited about it, and the dean likes the idea (Nancy, interview, March 11, 2010).

I remember feeling lucky that my main contact person in the international programs office had lived in London. One of the good things that she helped out with was to let me know that students could get weekly Tube passes. I might not have figured that out. So they could save money. It was just trying to work everything out, the logistics. Most of that was in the office, thank goodness because I don't think I would have known how to do that. I still not sure I do (Edwin, interview, February 22, 2010).

One faculty member cited the logistical program support of a local partner at the international study abroad site as instrumental in his ability to put together and lead a successful program.

I wouldn't do it if we didn't have EUSA, which is our partner, because they help us literally from the time they arrive at the airport to help them getting settled in their housing, to give them their bus passes, so if I didn't have it on that end, I absolutely wouldn't be going. But we have what I consider to be a great partnership and they are able to take a lot of the front end (Karl, interview, February 23, 2010).

Faculty in some cases also noted the importance of having infrastructure and resources available during the abroad program itself – namely the assistance of another individual. Interview discussions indicated that for faculty, this aspect of programs went beyond the simple sharing of workloads; it also plays a role in program enrollments (and hence finances) as well as the sense of risk, security and responsibility when faculty are on their own with students abroad.

I was willing to take 12 if I had had an assistant. I wouldn't want to do any more than 10 by myself (Jeanne, interview, February 23, 2010).

It's a tremendous learning curve the first time around. It's overwhelming. I really think there needs to be two people all the time. One can switch off, or they can take two other people (Charles, interview, February 18, 2010).

The presence of someone who was coordinating with me, was very useful, that was only made possible because we had extra funding from the diversity minor program, were it not for that it wouldn't have happened (Richard, interview, January 28, 2010).

One faculty member even noted the value of having been able to have his spouse accompany him and his students on the program abroad, where no other faculty or staff person was part of the program.

[My wife] was so fabulous. Oh god, yeah. You know, I mean here I am a male guy, an older guy, with these four young women students. And I can imagine perception problems there, so I thought it would be a really great way to deal with that by having her come along. We are lifelong companions anyway and I wouldn't travel anywhere without her...No one will ever know, will ever understand what an incredible benefit they got to having the two of us (Edwin, interview, February 22, 2010).

Mentoring & Training

One of the most common support-related themes to come out of the participant interviews was that of mentoring and training. Faculty noted that the work of study abroad program design, development and direction is extremely different and – and differently demanding – than the jobs they were hired and prepared to do on campus. This, along with the fact that faculty are so often left on their own in so many aspects of study abroad program work, resulted in a wealth of commentary about the benefits of mentoring and training received, and a desire for more in cases where there was a dearth of this type of support.

Some faculty members commented on the benefits of having learned from those faculty members who had led programs abroad in the past. Others had not, but were cognizant of the potential benefits of faculty mentorship, particularly given the dearth of training offered by institutions, and the complexity of knowledge and breadth of skills needed to lead successful programs abroad. As one faculty member stated, “You do rely on people who have been on these trips before” (Damien, interview, February 25, 2010). This

is borne out in the literature (Omeara & Braskamp, 2005) as well as in sentiments expressed by faculty members in study interviews:

I think that what would spur [increased participation] was if the faculty member were teamed with another faculty member who had been there before. If you are teamed, so you had a mentor (Helena, interview, February 25, 2010).

I think faculty who are interested in doing this, if there is some kind of a seminar, I think more faculty will be interested in doing it if there is some kind of seminar at the institutional level where we can go, and people who have done it before would be there, like a panel, and there are different models that can be presented to us so we can be more ready and avoid unnecessary challenges (Nancy, interview, March 11, 2010).

I think some sort of mentorship – we had a couple of those sessions with those who had already led, and those newbies. And we would roundtable discussion, and they would take notes about this and that. Everyone is different. And there might be one tidbit...that all helps because you really don't know, but if someone else experienced that it might be applicable to you. Those things are very, very important. Maybe a mentorship program where you are assigned to somebody and you kind of check in with them and see how you are doing. Anything where it would help you, from people that are experienced in doing something like this, the obstacles you might have to deal with (Charles, interview, February 18, 2010).

It would be nice if there was sort of a mentoring program like that. I think that would go a long way, too, to have faculty have more interest in it. And even maybe handhold...it would be nice to have that support for the process I think (Stewart, interview, February 22, 2010).

As a new program, you might be bumping up against some folks who have done this before, who have the logistics all worked out, who can answer pretty much any question. Presumably, because they've been through every damn thing that's going to happen. And thank God for them because they gave me a lot of good advice about various and sundry aspects of the trip, and do's and don'ts that I should let the students know coming in, and that sort of thing (Damien, interview, February 25, 2010).

Others expressed a need and desire for more support and guidance from their institutions, and from the offices on campus charged with study abroad programming and international exchanges.

The support of somebody in study abroad who tells you how to do it and what to watch out for, that kind of stuff, the hazard training...and then just the sort of logistical

support to help people with all the stages. Here it's still pretty loose...several the new people have been sent to me to ask how things go, and that is fine, but it probably would be even more useful for those people to have that already canned and prepared. And they're doing that here, but it's just early in the process (Brianna, interview, February 23, 2010).

I think what they really could do is to have something like a summer workshop for faculty who would like to do one of these things. To sort of lay out for them how to go about it. If you're going to ask these people to do most of the lead work themselves. And you don't have the resources to give them funding in order to do that. It seems to me that what you ought to do then, if you really believe that you really wanted to do this, it seems to me that what you might do is offer a workshop. Maybe a weeklong, three days long, whatever, to say, "Here's how you go about shaping your proposal, putting it in a form that needs to be in. Here is your calendar," that sort of thing, so that even if they rely on you to do the legwork, at least, you kind of have a template from which you can work. And presumably because they are the people who are going to do the ultimate approval of the thing, they would be the best folks at creating a template and sort of laying it out in a structured kind of way so that you knew what you had to do, when it had to be done; if you had a problem, who you go ask for a solution, that sort of thing. That it seems to me, if you want to do it on the cheap, and the university wants to demonstrate a commitment to it, and yet say these things have to be self-funding, I think if you really do believe in it as an institution you at least have to make a commitment on that level (Damien, interview, February 25, 2010).

I don't know that I have an expectation that study abroad would prepare me differently. They certainly gave me the tools [for what to do] if something happens. Here's what you do. I felt very confident of that; knowing the order of events; who do I call and in what order I call them and all that...we have new faculty coming in all the time, they have no clue how you would start a study abroad program. So I think just periodically, if study abroad could just run some, one-hour straight-forward, here-are-the-steps-you-go-through for setting up the program, and here are the resources that are available to you...I think it would be great and I think that they would spur some new programs out of that...they're not catching people right when they come in the door to say, a) this university highly values global understanding and global learning and b) here the steps that you go through to take advantage of that (Karl, interview, February 23, 2010).

I would feel supported in my work as a study abroad facilitator if I knew there were more ... institutionally sponsored sessions devoted to talking about this to help deepen all of our understandings of not only what it is each other does, but how could a program in Prague be really useful for me to think about my program, and how could I offer support to the program in Germany. That cross-cultural collaboration, that internationalizing our own work, I would love conversations like that...More conversation about all of this would be really important. People talking about their teaching, what they teach, how they teach, how being abroad affect it, what's involved in trying to create a study abroad program, what are some of the challenges that we

face there that you don't think about here. How can what we do here inform what we do there? Those kind of workshops, I would find those really useful, and really exciting (Anne, interview, March 4, 2010).

Repetition of Experience

Faculty members frequently noted that getting study abroad programs up and running, particularly the first time, required a huge investment in time and energy, and involved a very steep learning curve. As such, the issue of repetition – of specific programs or of acting in a study abroad leadership role – came up in several conversations. Faculty noted the benefit of return to the study abroad role, or to a specific program or site abroad, and being able to apply their earned experience, wisdom, contacts and knowledge to future programs. While practice, in study abroad, does not necessarily make perfect, it appears that for many faculty study abroad leaders, the repetition of experience brings a measure of ease, efficiency, expertise, and confidence.

It's definitely easier repeating the same thing over and over again. Because you feel comfortable that you know what's going to happen....If I was to go someplace else, I would have to do the same thing I did and go there a couple times first and kind of explore and scout it out, and make connections to feel comfortable. When I can go back to the city – we've been going back to Bologna, we've been going back to Parma. And there is a sort of kind of comfort level. The more you take students, the more you learn. I learn so much every year I take students. And I adjust. And I adjust again (Charles, interview, February 18, 2010).

I think it's easier the more often that you do it (Debbie, interview, March 1, 2010).

Once you've done it and you have a well-oiled machine, it's easier (Lena, interview, March 1, 2010).

The next time I do it I would rather go to a place I have been before. Because much as it was exciting and challenging and really wonderful to experience a place for the first time, in terms of coordination and sort of thinking about the coherence of the trip for 21 days, that was very challenging. It's like going to unexpected places and not knowing really what is going to happen. We based most of our planning over the phone, you know, a friend of a friend of a friend. And so we had to put a lot of trust on

our primary coordinator. We never met him; we just talked to him on the phone. He could have run away with our money (Richard, interview, January 28, 2010).

And one faculty member noted how important it is to have a successful first experience if a program is to be repeated, or if a faculty member is likely to return to take on the workload and responsibility of study abroad program development or leadership.

Maybe there needs to be more support, and I don't know exactly in what forms that would be. But I think some incentives...and I think there are some incentives. I think if faculty have had a good experience once, that they are willing to do it again. I think if they haven't had a good experience, then they will never do it...So if someone actually took, for the first time, a group and it turned out really great, they would probably want to do it again. If they went the first time and they took a group and it didn't work, they would never know what it would be like if it were to work. So it is a chance thing (Charles, interview, February 18, 2010).

Personal and Experiential Supports

Many interview conversations with faculty members touched upon the powerful experiential aspects of educational work abroad. Occasionally, as noted above, the challenges of the actual experience abroad serve as cautions or disincentives with regard to whether and how faculty members reengage with study abroad. However, far more often than not, faculty noted the substantial and often moving lessons and outcomes of the education abroad experience both among, and between, faculty and their students. The findings are consistent Stohl's observation (2007, p. 369) that, "if we think of internationalization as how faculty and students (as well as administrators) learn about, learn from, and learn with others, we suggest that internationalization has value in and of itself."

The Student Experience

Faculty had much to say in interviews about the impact of the study abroad experience on students. The comments of faculty on student learning and growth serve as a compelling indicator that one of the greatest supports, or incentives, to faculty engagement in study abroad is the study abroad experience itself. While many faculty are initially motivated by the idea of travel, teaching opportunity, or the imagined experience of teaching students abroad, the faculty interviewed for this study explained the many ways that being a part of – and witness to – the student experience served as a powerful motivator for their ongoing engagement in international education. The ‘experiential incentive’ is discussed further in the following chapter.

In addition to comments that came out during the course of interviews about faculty’s education abroad experience, two specific questions related to the student experience were included as part of the interview protocol:

- What do you think have been the most important things your students got from their study abroad experiences with you?
- Do you think students stand to benefit from internationalizing their academic experiences?

Exposure to a different culture is probably the most important [outcome]... There were a couple that had never been out of the state of Washington and for them, this was all brand-new and amazing... The rewards, especially if you ask your students, are so overwhelmingly huge. It's hard not to think about doing a study abroad again in light of those rewards. When we came back... people are so overcome about their experiences... And it's like, oh, right. That's why I do this (Dinah, interview, February 17, 2010).

I do still keep in touch with probably six of the 10 students...So I think their interest in travel and study abroad has increased as a result of the trip (Don, interview, March 5, 2010).

All our business students are [saying], "I'm getting an entrepreneurship certificate; I want to be the next Bill Gates; I want to have a successful business and be my own boss," and all that. And then you go to Honduras, and you see that play out, and when they meet all these folks who, once they are successful, their first thought isn't, "my Lexus and my 401(k) and my big house." Their first thought is, "how can I better impact my community?" It's a radically different model for how you do entrepreneurship (Stewart, interview, February 22, 2010).

I just think they were electrified. They were taking their first trips abroad, just by seeing the bigger world out there, and realizing how thrilling international travel is...Two students, they just went on and on about how life-transforming the experience was...They just ate it up (Edwin, interview, February 22, 2010).

This was kind of a life-changing kind of thing, their exposure to circumstances that were at a different economic level than they were accustomed to. They use that kind of term. When they tried to explain that it had to do with kind of broadening their perspective, making them more grateful, more aware of the benefits they have living in this kind of society. A little more understanding about what poverty means, and the challenges of trying to get out of it (Helena, interview, February 25, 2010).

They start to see things. If they were a black and white person, they start to see the gray. And if they saw the gray before, they see what I called the serious gray, which is, sometimes you might acknowledge there is not one way or another to do things, but that there is not even a good choice among all of the choices that there are. So I think that they begin to see how complex things are in the case of developing countries... they have a better appreciation for that, and I think they have less judgment; they are more careful in the way that they say things, or react to things (Jeanne, interview, February 23, 2010).

[Students get] a sense of independence and self-awareness, which I would combine with some self-confidence, and therefore maturity. I think these are definitely growing experiences...You can definitely see a maturation process that happened with each of them, some more than others, but I think there is a sense that, "I can do this. I can live on my own away from my family and my safety net for two months and be okay" (Karl, interview, February 23, 2010).

"A lot of these kids are rather sheltered, their parents look after them all the time. They do their laundry, they do their cooking, they manage everything, and when they get here it's like, "I don't know how to do this stuff" ...it forces them to become real people and start to see what it's like to live a life (Charles, interview, February 18, 2010).

Invariably two or three students will say that this changed my life in the way that I view the world (Debbie, interview, March 1, 2010).

It is very eye-opening for them to see that the simplicity with which people live, the family values that they see there, the interactions between community members...a lot of the stuff that we don't really see very much...I would have to say, that is almost the whole reason I keep doing it is because it's really a meaningful experience for the vast majority of students and for some, just life changing. I mean, I've had students who alter their career choice because of this course, so that is not something that happens a lot in my other classes. (Brianna, interview, February 23, 2010).

The Faculty Experience

Faculty, too, were forthcoming in interviews about their own experiences as study abroad instructors and directors. Their reflections on the impact of these experiences were diverse, spanning the personal and professional.

Several interview questions touched upon the faculty experience in order to gain a sense of how study, or in their case teaching, abroad informed their ideas about education, the impact of education abroad work on their lives and work at home, and their interest and motivation in continued engagement in the study abroad arena.

- Have those experiences changed you personally in any way?
- Have they changed your teaching in any way?
- Did they have any effects on your research or other interests?
- Do you think students and educators stand to benefit from internationalizing their academic experiences?

Faculty reflected on the way that the study abroad experience brought them closer to students, and how that inevitably brought them across the threshold between teaching and learning. They also noted how much of the learning they themselves did was about students themselves, and not just the topics and places they were experiencing and examining. This was evident in comments from faculty in each of the institutions studied:

I felt like I was one of them. I was learning along with them as well (Edwin, interview, February 22, 2010).

I felt like I was learning something every day (Karl, interview, February 23, 2010).

Well, I think I learned just as much as students do... If I didn't totally believe in it I wouldn't do it (Lena, interview, March 1, 2010).

It was lovely. It was so much work. So much work, but it was lovely....I love study abroad work I want to keep doing it. It makes me feel emotional to even talk about it, I think it's fantastic (Anne, interview, March 4, 2010).

In many instances, faculty expressed an enormous sense of personal gratification gleaned from their professional and personal experiences working with students abroad, and through their varied roles as study abroad program leaders.

It makes me feel good about myself because I feel like I have offered a very valuable thing to the students that I don't feel like I'm necessarily doing all the time in my job (Brianna, interview, February 23, 2010).

Many of these kids have really not experienced other cultures at all, and to expose them to things...this is what's really fascinating to me (Charles, interview, February 18, 2010).

The education that has happened to me, the change that has happened to me, is a big part of it. I think that has been fundamental, a fundamental piece of the drive for me to want to share that with students or anybody for that matter (Stewart, interview, February 22, 2010).

I didn't mind that I wasn't paid. I was paid a stipend versus what I would have been paid to teach that five credit class. I didn't care. I didn't care. To me, if they had just paid even my living expenses and my plane fare. I still would have done it because it was so important and meaningful. And I loved it, as a teacher. It revived my interest in my own subject because I gained a whole different set of anecdotes and stories and it was amazing. I would do it again in a second (Dinah, interview, February 17, 2010).

It's very rewarding, because I love global populations, so I love that other people get to experience that when they might not have otherwise had the chance. I mean, I like them to see life is more than [this] university, and [this city, state and region]...in many cases, you are stretching them very far beyond what they have experienced before....So it's very rewarding to see other people get that chance (Jeanne, interview, February 23, 2010).

It just deepens me. I don't even have language to speak about how humbled I have been by the learning that my students have done. Not just here in the [home campus]

classroom, but especially there. Because I get to know them so much differently, I am really with them for a full month, literally, all the time. It really shifts. Most of the time I am so gratified by the complexity that I see in them. And I'm not trying to say that only if they are intellectual that they are complex, I'm not talking about that kind of complexity. All the weirdness that all of us have, the dumb jokes that we make, who's having poop problems today...I mean all the different components of the students' lives that I don't [normally] get access to hear. I really love that; I thrive off of it (Anne, interview, March 4, 2010).

Belize – I was transformed too as a person, rethinking my values about what does it meant to be first world people in a very poor country like that, and wondering how I might approach that again. So it has made me much more self-reflective about study abroad (Richard, interview, January 28, 2010).

When asked about the influence of international experience on their teaching, many faculty affirmed what Welch (2007) described: in many cases, both the course content and teaching pedagogy of faculty (at home and abroad) changed. Festervand and Tillery (2001, p. 106) described a similar impact on faculty for whom participation in study abroad “contributed to faculty members’ international professional development and teaching effectiveness.” One faculty member, asked whether his study abroad program experience had influenced his teaching, he explained, “I am sure it has. No question. Especially if I teach that class, the Shakespeare class. You know, I can speak to my experiences there and talk a little about going to Stratford and seeking Shakespeare’s home town and walking through the church where he is buried” (Edwin, interview, February 22, 2010).

Others echoed the changes they have seen in their own teaching work after working with students internationally.

I think it has enhanced my teaching of that particular class, and probably influence my other classes as well (Edwin, interview, February 22, 2010).

I think in terms of content, there is not a class I teach the same way. Business law, e-business, whatever it is, I have a much more global component to it. And I want to broaden people's view of every topic we teach. There is not a topic on this campus that we could teach from dental hygiene to physics or two whenever anything in the arts or

business, there is not a single topic that we could all benefit from looking at it from a global perspective (Stewart, interview, February 22, 2010).

It helps me as a teacher because I can talk firsthand about the experiences that I've had and I love it because I'm learning (Lena, interview, March 1, 2010).

All the things that I had read about in abstract ways started to come alive. And I said "wow. This is exactly how I try to teach. I try to make the material meaningful" (Bill, interview, March 5, 2010).

Why would you do something like what we were doing with all those barriers? Bottom line, it is the teaching that matters. There are only a few ways you can teach and get that kind of impact, and I'm not very good at the other ways. So this is what I do...You can't come back from study abroad, or from teaching students off campus, from looking at big world problems, and be a talking head in the classroom anymore. Your longing to engage students just overcomes the pressure to be a lecturer. So...I am no longer disconnected from students...I know that in order to have students truly learn you have to engage with them and connect with them, and study abroad helps me do that better. Really (Debbie, interview, March 1, 2010).

When you take students abroad, and it is quite different, then everyone can see that it is different and there is no arguing that it's different. You tend to be more patient about their difficulty handling things or getting adjusted to stuff, or struggling with reflecting on things. At home, you tend to be not as patient (Jeanne, interview, February 23, 2010).

It would be cheesy to say I am a better teacher. After the Philippines trip I taught the Philippine American history class again immediately, and I thought I taught it in a particular way that was quite different (Richard, interview, January 28, 2010).

[It taught me] how to teach better and how to teach more comprehensively about things I just took for granted (Charles, interview, February 18, 2010).

It's a very different kind of course than teaching your standard sort of lecture course...The thing I always tell people is, "it's the only course I've ever taught where students put on my course evaluations, 'it changed my life'." You know, you just don't get that in a lecture (Brianna, interview, February 23, 2010).

I am finding that I am stretched so differently when I am teaching there, than I am here. So I think place and space makes a big difference in what it is we do...there is some continuity of space and place here. I see them Tuesday and Thursday, every day, every class, in the same room. There is a lot of expectedness, and in Bangalore there is a lot of unexpectedness...even if I am teaching a text from the United States. It is only in its relationship to outside of the United States that it makes sense to me as a reader and scholar and teacher. So that is definitely what I want my students to understand (Anne, interview, March 4, 2010).

One faculty member, a veteran of many programs abroad in Italy was asked why he had returned over and over again. He explained that “the number one thing is the enthusiasm and excitement and satisfaction of the students after they have returned. And I can say without any reservation that every student that went said that was one of the best experiences they ever had. And they then instill others to think about going” (Charles, interview, February 18, 2010).

The Faculty-Student Relationship

Interviews indicated that many faculty members experienced a substantive change in their relationship with students as a result of having shared the study abroad experience with students. Not surprisingly, the nature of the teaching and learning environment abroad provides many opportunities for faculty to teach, observe and know students in very different ways, both quantitatively and qualitatively. Previous research has underscored the need for changes in, and an expansion of the roles that faculty play in students’ academic and personal development. The research findings point to study abroad as an effective vehicle for meeting what Omeara and Braskamp (2005, p. 224) describe as a need for faculty “to mentor and to advise students, to shape the future of academic programs for the, and to prepare future citizens for the challenges of a complex world.” Reflections of faculty in this study also echoed Festervand and Tillery’s description (2001, p. 110) of the value of international teaching experience as “the unobtrusive observation of the...dynamics of students, whether as individuals or a group, in a foreign culture.” The ways in which faculty members in the study were able to differently know and support the development of students came out in several interviews:

It's a ton of work, and I think some people put more work into it than others. I tend to be one of these people. You know, it's rewarding, it's part of teaching. It's rewarding... you're with them about 16 hours a day, so of course you are going to get to know them on a personal level were you probably don't know that information in a classroom setting (Lena, interview, March 1, 2010).

We can't just connect with the intellectual portion of the student anymore, we really are starting to have a responsibility to address some larger issues, and I don't mean personal issues. I mean, the emotional-affective part of what they become while they are here. So, that role changes more readily when you go abroad. It's organic when you go abroad. In the classroom, it's a round peg in a square hole problem, so part of it is changing the size of the peg and part of it is changing the shape of the hole...I think that I learned how students learn, I really learned about the way that they view their lives and their education. I get the lingo I get to understand how they are operating when they are not in the class, which gives me a lot of insight... it teaches me more about students. It's heartwarming. It's high impact teaching. It's the teaching you do... this is why you get into the business of teaching, for high-impact teaching (Debbie, interview, March 1, 2010).

Faculty comments also highlighted a variety of the specific ways in which their relationships to students were stronger, and substantively different, than what they had previously known and grown accustomed to in their regular teaching within the campus-based and classroom-based teaching and learning environment.

I keep in touch with most of the students, in fact, I just saw one last week, and I have seen four of them in the last four months or so. Or I've heard from them via e-mail (Charles, interview, March 5, 2010).

I am still in contact with 70% of them and they still talk about that being a really seminal experience, which is cool...Probably somewhere between 30 to 40% of my former students come back for something more than just recommendations. But those students, there was a tight bond simply just because you spend more time. And yeah, I am very close to some of them. You know, they have access to my Facebook, and I can't say that about most of my former students (Dinah, interview, February 17, 2010).

They have bonded so tightly, and I have bonded with them. They have continued to be my students. They have made subsequent trips to the Philippines (Richard, interview, January 28, 2010).

The benefit you get from staying in touch with students and seeing how it impacts with them. And it's not so much about classroom teaching, or feeling that you helped them academically, but that you offered this opportunity. It's a great feeling to know that you had something to do with that, even though it was the other people you are

working with. That really had the impact on them, but you got them there, and sort of opened the door. So that, professionally, that's hugely rewarding. And to continue to hear from students, which is pretty rare in the long run, and those students, because travel...it's a different dynamic, and to continue to hear from them and to feel like, that you have that bond with them, it's the most rewarding thing for me (Don, interview, March 5, 2010).

They often ask me to write letters of recommendation, so it's lovely to be able to actually say something about them beyond what you get in a class situation. And I don't usually comment on that, but it's a very intimate environment and you get to know students a lot better... you have to be your own regular self with them (Brianna, interview, February 23, 2010).

So many of them are my good friends now. We developed a close rapport with each other... As one of them said, "You will never see any of your students the same after us." And it was prophetic on some level. It's been true (Anne, interview, March 4, 2010).

They invite me to reunions. They've made lifelong friends. They really bond on these teams. So they make lifelong friends, and I continue having interactions with them in terms of career and resume writing and interview skills, and they stop by...You develop relationships with them (Lena, interview, March 1, 2010).

The research findings show, generally, that faculty members who had been involved with education work abroad for their institutions had profound experiences –both positive and negative - as leaders/directors of study programs abroad, and on their home campuses with regards to their study abroad roles. Like the institutions they worked within, veteran faculty leaders of study abroad programs tended to be strong believers in the importance and value of international experiences for students as well as for faculty. The faculty experiences and perspectives represented by the study's findings very clearly reinforce those gleaned from the research on internationalization in higher education: institutions and faculty want to see international education, and faculty engagement therein, develop and expand. Given the near-unanimity of these common institutional and individual orientations, the themes emerging from the research findings suggest that at the institutions studied – and likely others – there is much that can be done to support greater

faculty engagement in study abroad, and to foster the internationalization that so many institutions cite as a core value and goal.

In the following, final chapter, the thematic findings and key lessons of the study are summarized and discussed. Based on the analysis and discussion of the data, implications for practice are offered, along with recommendations for future research and concluding remarks.

Chapter Five: Discussion, Implications & Recommendations

Introduction

This final chapter presents a brief background on the impetus for the study, reiterates the study's purpose, provides an overview of the research design, summarizes and discusses the research findings, identifies and discusses implications for practice, and offers recommendations for future research relevant to the focal issues addressed.

It was my intention and hope that this study would expand on and contribute to previous and current research regarding faculty participation in study abroad. I wanted to better understand the reasons why faculty do and do not engage in the work of study abroad, and to better understand the role that higher education institutions play in encouraging and inhibiting this engagement.

Given the current proliferation of interest in campus internationalization among U.S. colleges and universities, I wanted to know what policies and practices could be implemented or enhanced to encourage more faculty members to take part in international education activities, and to do so more often. I also wanted to understand how faculty can and do overcome the barriers that they encounter which inhibit and/or stop them from engagement (and re-engagement) in education abroad.

My interest and motivation in the study stem from my own experience as a director and instructor on university study abroad programs, and as a manager and developer of study abroad programs for faculty. Having spent significant time in various study abroad roles within the higher education sphere, I became keenly aware of the institutional and

experiential impetuses for faculty involvement in this type of work. Over time, I also developed an awareness of the many hurdles and disincentives that get in the way of faculty's engagement, and how at odds these were with the rhetoric (and frequently genuine desires) of many institution's to support the growth of international education- in many forms – on their campuses (Paus & Robinson, 2008).

In 2008, during the early stages of my doctoral coursework, I discovered a book titled "Missing the Boat: The Failure to Internationalize American Higher Education," by Craufurd Goodwin and Michael Nacht. Published originally in 1991 and sponsored by the Council for International Exchange of Scholars, the book was the product of interviews with faculty at thirty-seven institutions of higher education across the U.S., and looked at the international experiences of American faculty. The authors examined the type of faculty who go abroad and their reasons for doing so, the incentives and the disincentives for faculty travel abroad, the attitudes on U.S. campuses toward the international work of faculty, and the hurdles for faculty who pursue international experiences. As the title suggests, the study showed that at that time, the academy was doing a poor job of recognizing, supporting, and capitalizing on the interest among many faculty in internationalizing their work. Beyond the inspiration that came out of my own personal experience in international higher education, part of my initial interest in this study was to see whether and how the institutional landscape had changed in the 20 years since the study was conducted.

This study involved in-depth interviews with 18 faculty members, at three different higher education institutions (a public research university, a private comprehensive

college, and a community college) who had been or were currently involved in taking students abroad on international study programs. The interviews were geared towards understanding faculty motivations for engaging in their study abroad program, the factors that kept them involved, and the realities they encountered in their lives, work, and institutions that may have frustrated, inhibited and/or ended their participation in study abroad activities.

The remainder of this chapter offers a summary and discussion of the research findings, as well as an assessment of the implications of the study for both practice and future research.

Summary and Discussion of Findings

The central questions of this study were geared toward gaining an understanding of the barriers and supports to faculty involvement in education abroad, and how individual faculty and the institutions they work in can enhance the supports, and lower (or eliminate) the barriers. The findings of the study suggest that faculty members encounter a diverse array of supports and barriers, both within and outside the institutions in which they work, and that these supports and barriers are often at odds not only with each other, but with individual and institutional goals to increase the engagement of campus populations in international study and activities.²

Barriers to Faculty Engagement in Study Abroad

² See Appendix I, Responses to Research Questions, Table 8. 84% of faculty interviewed agreed or strongly agreed when asked to respond to the statement, "Overall, the administration of my institution is interested in helping the institution have a strong international focus."

A range of themes emerged in the data related to barriers to faculty involvement in education abroad activities. Several themes were common among a large majority of the study participants and across institutions, suggesting that while there are many factors that may present hurdles to faculty involvement, several in particular present significant barriers and, as such, stand out as issues that might be examined and addressed by institutions seeking to increase the involvement of faculty in international activities, and to expand internationalization efforts.

Among the most commonly cited frustrations and hurdles cited by faculty in the study were those broadly related to financial policies and practices, and concerns about the impacts of the evolving economics of study abroad programming within institutions. Faculty were troubled by the marketization of study abroad programs in which pressures appear to be mounting for individual programs to “pay their own way” and cover all of the costs associated with programs: their institutions usually attempt to achieve this through student fees and without any substantial financial support from the institutions themselves. This trend manifests itself as barriers for faculty involvement in numerous ways. One is that many faculty felt saddled with the responsibility of recruiting enough students to make their programs financially viable, or risk cancellation. This ongoing risk, tied to an enrollment imperative, gave many faculty pause about investing the time and energy to develop programs with no guarantee that the program would ever run. A few cited instances where programs that they or colleagues had worked on were cancelled for this very reason.

The interviews in this study were conducted in 2010, a time of economic downturn in the U.S. and significant budgetary pressures for many institutions. Faculty widely commented about the institutional impact of the budgetary climate on support for programming, suggesting that study abroad was a highly budget-sensitive area within institutions, despite the fact that their schools were – in word – heavily pushing internationalization. In some cases, study abroad support funding was being cut even for programs that, when run, generated positive revenue but which required initial investments and support to get off the ground. Because these programs require initial investment, and rely on the ongoing maintenance of relationships in the field in order to be successfully offered and repeated, faculty expressed concern about how small and sudden cuts to funding could have large and long-lasting impacts on their programs. They were also sensitive to the way cancellations could jeopardize relationships they had they had worked hard to cultivate with colleagues in the host countries for their programs.

The question of compensation represented another financial issue that appeared to be widespread among faculty. For most faculty members, their work in study abroad was considered by them to be an extra responsibility that went beyond their contractual obligations and job descriptions. That is, they experienced it as voluntary, additional work on top of their normal teaching and workloads. However, virtually all faculty levied complaints that they were insufficiently compensated – or in several cases not compensated at all – for their study abroad work. These issues were combined with fact that virtually all faculty experienced the study abroad workload as being qualitatively and quantitatively much greater than their regular on-campus responsibilities, hence making the compensation challenge even more acute.

Coupled with a lack of financial compensation were findings in the data from a broad representation of faculty who expressed that their efforts and contributions related to study abroad were not recognized or appreciated by their institutions and peers. Given the amount of work involved, the educational value they felt they were providing, and the alignment of study abroad work with proclaimed institutional objectives to internationalize, many faculty members felt there was room for more acknowledgement and recognition. Faculty lamented the absence of “pats on the back” for their efforts and successes, and expressed a keen desire to see their study abroad work considered in assessments of their job performance as well as in promotion considerations. 78% of those interviewed did not feel that there was sufficient encouragement or rewards for faculty who lead study abroad programs within their departments.

Without fail, every study participant cited issues of large and at times unmanageable workloads when their regular jobs were combined with the duties of developing and leading programs abroad. In few instances did faculty tell of situations in which they were supported in concrete ways, such as being allowed to substitute their teaching and work abroad for teaching or other duties they would normally or otherwise perform on the home campus. Thus, the study abroad job for most faculty who were interviewed represented additional work – and according to most comments, a very large amount of work. Resentment about this, and concerns about the ability to handle that much work seemed in many cases to be significantly exacerbated by the fact that the study abroad work so often went unremunerated, and was seldom eased by administrative, logistical and other financial support.

Many of the faculty interviewed in this study told of being and feeling very much on their own as they undertook the complex work of developing and leading student programs abroad. For them, not only was the work demanding in quantity and quality; for many it involved work that they had little or no experience in, and in which they had never been trained. As academics, many had little familiarity or comfort with taking on group travel logistics, student life, intercultural issues, budgets and finance, marketing, risk and liability, health and safety, emergency response, or even how to effectively teach in the field. In the absence of direction, manuals, or training/mentorship the data suggest a common experience of undertaking study abroad work – both on campus and abroad – with insufficient preparedness, insufficient time, and a common desire for more assistance, guidance and support.

An area of support that surfaced as a dominant theme in discussions of barriers and hurdles for faculty involved in study abroad was related to risk and liability. A wealth of comments and anecdotes within the findings indicate widespread faculty concerns about the personal risk and liability, both financial and otherwise, assumed when taking students abroad. Many stated that they were unclear as to the extent of their responsibility and liability, and hence how much risk they were assuming when going abroad with students. Few seemed to have a clear sense of whether and how much the university would support, back or cover them in instances of financial shortfalls or incidents involving unplanned expenses, student health and safety, or liability for incidents caused by their programs, their participants, or themselves. The findings suggest that this issue, broadly speaking, wielded significant influence on faculty members' own sense of security and support, their willingness to take risks that might support educational goals, their ability to be flexible

and creative in their field activities and teaching, and ultimately in their willingness to undertake this work, especially given the actual or perceived absence of institutional support when it comes to risk and liability.

This issue of institutional risk and liability policies and practices relates to a more general theme of concern expressed by study participants: the lack of institutional expertise in education abroad and international programming. Some of the data collected from faculty members suggest that the lack of support they felt from their home institutions was a result of those institutions lacking the infrastructure and expertise to operate (or to help others operate) in international and cross-cultural environments. This lack of expertise is understandable, given the fact that some institutions have limited experience and infrastructure abroad. In many cases, they have small staff dedicated to international programs, with limited expertise in the many functional, geographic, academic or intercultural arenas that can and do factor into the diverse program types and destinations that faculty develop. These staff members often become the de facto supervisors of faculty study abroad leaders, even though they themselves may have never developed a program of their own, nor led or taught students abroad. The chances are small that international programs staff will have the mix of disciplinary, linguistic, cultural, and other expertise needed to set up and deliver successful programs; hence much of the responsibility for developing or drawing on these capabilities is left exclusively to the faculty leaders of programs.

Faculty also noted issues related to individual departments and disciplines. These included perceptions that study abroad work detracted from disciplinary imperatives to

conduct research, and departmental requirements to teach certain courses or to serve larger numbers of students on campus. Other perceptions were that, in some disciplines, teaching abroad and in the field lacked the rigor of teaching in the classroom or laboratory on campus. Finally, some faculty intimated that there was simply a low level of administrative understanding of how study abroad works, and little appreciation of the educational value for both students and faculty. Most expressions of departmental support that were mentioned in interviews appeared to be individual and personal in nature, rather than the product of institutional initiative or departmental commitment. This is consistent with findings in other studies that examined institutional support for faculty involvement in international activities (Viers, 2003).

The findings suggest that departments, and institutions in general, have little investment in the social, academic and institutional capital created by faculty-led education abroad programs. As numerous study participants noted, ownership – and hence the life span – of most faculty-led programs abroad reside with the faculty members who create and lead them. Virtually no faculty member described a situation in which their department or institution had structures or practices in place to institutionalize these programs, with the result that the continuity or sustainability of many faculty-led programs relies in large part on the willingness and ability of individual faculty members to continue offering them. And as other findings presented and discussed above indicate, there are numerous factors that inhibit that continued engagement.

Supports for Faculty Engagement in Study Abroad

As noted above in Chapter Four, many of the themes in the findings that relate to supports and incentives for faculty involvement can be tied to the barriers that faculty members discussed. In other words, a majority of the central issues – finances, workloads, support and assistance, risk and liability – constituted either barriers when they were absent or not working well within institutions, and or provided supports when present and functioning. Some structural features were noted and appreciated more than others, such as funding and assistance. Others, such as risk management and liability coverage, were not frequently noted as supports: this may have been because they were taken for granted, and not experienced as overt support, as opposed to existing aspects of administrative infrastructures that were taken for granted.

The findings do suggest, however, that encouragement for faculty engagement can be achieved through the provision of funding support (both for faculty efforts as well as for student participation), through administrative and logistical support, through workload reduction considerations, through faculty leader training and mentoring, and through appropriate rewards and recognition for the work of study abroad program development and leadership. Faculty also noted that greater institutional expertise in, and sensitivity to, the work of faculty study abroad leaders could make a difference in the willingness of faculty to engage and reengage in the work of taking students abroad. And the ability and opportunity to reengage – namely to be able to repeat leading programs once they were up and running – was noted as a major benefit in terms of reducing workload, increasing

confidence, developing and capitalizing on knowledge and networks, and improved teaching and leadership of students.

The findings of the study also point to an important support and incentive for faculty that did not have a corollary in the findings about barriers to engagement. The data from faculty interviews unanimously indicate that one of the most powerful factors in terms of faculty engagement in study abroad is the study abroad experience itself, or in other words, the actual experience of engagement. In interviews, faculty members repeatedly and often passionately related the myriad personal and professional rewards of taking and teaching students abroad. This, perhaps more than any other support, appears to be a major driver for faculty to seek additional opportunities to lead student programs abroad, to encourage students and colleagues to involve themselves in study and teaching abroad opportunities, and to advocate for increased support for international education at the institutional level. A study on best campus internationalization practices by the American Council on Education found that successfully internationalized schools achieve faculty engagement and commitment “by providing opportunities for faculty to travel in order to conduct research, meet with colleagues, or accompany students. Their successes make it clear that once faculty develop firsthand international experience, their interest and enthusiasm grow quickly; and that institutional investment pays off in faculty support for internationalization, in the enthusiasm they communicate to students, and in their own teaching and research” (Green, 2002, p. 18). Green goes on to write that “in every case, those who have been abroad to study, teach, or lead students have been transformed by the experience.” Childress (2007, p. 318), describing one of the key findings of her study on

faculty involvement in internationalization wrote that “faculty who had ‘transformational experiences’ overseas became immersed in their institutions’ internationalization.”

Among the experiential benefits and inspirations derived from the study abroad program experience, faculty commonly noted improved sensitivity to other cultures, improved geographic and disciplinary knowledge, increased professional networks, improved teaching in the classroom, improved understanding of and sensitivity to students, improved relationships with students, and a notable increase in job satisfaction alongside a notable sense of personal gratification. Perhaps one of the most interesting suggestions of the study findings is that despite the many and significant barriers, frustrations and risks that faculty encounter in their study abroad work, the sheer impact of the study abroad experience itself seems to be so profound that faculty will often put up with or endeavor to overcome those hurdles on account of their love for, and their deep belief in the value of, the study abroad experience. These outcomes have been echoed in other research. One study of faculty participation in a NSEP international education program for faculty found that faculty-reported benefits included improved teaching, educational value for students, and increased advocacy for international education by those participating. As the report stated, “although many barriers to program participation exist, they do not outweigh program benefits as expressed by participants” (Bruening & Ricketts, 2007, p. 152).

Implications for Practice

This study offers insights from faculty leaders of study abroad programs that provide opportunities for institutions to learn from the faculty experience and to consider

and adapt their own institutional contexts to better support faculty involvement in international education programs, both abroad and at home. This section includes summaries of potential, and practical, institutional policies and practices, drawn from the implications of the findings from the study. These suggestions are intended to help institutional leaders consider existing barriers, as well as existing and potential supports to engagement, from the perspective of the faculty who they hope to enlist in their internationalization efforts and initiatives. The suggestions and recommendations below are also intended to complement and corroborate other research that has put forth suggestions for increasing and improving faculty engagement in international education, including and beyond study abroad.

Funding & Finances

Support for faculty engagement in international initiatives, like so many other activities, requires funding support. Funding needs differ for individual faculty members, initiatives, and institutions. Recent research indicates that despite the widespread acceleration of internationalization efforts, institutional funding for faculty international activities has actually declined (American Council on Education, 2012). “Since faculty are central to many of the elements of internationalization, institutions need to carefully consider the development needs of faculty and the investment of resources necessary to strengthen faculty capacity for stewardship” (American Council on Education, 2012, p. 16).

The central lesson taken from faculty responses to this study is that even more critical to engagement than the *quantity* of funding is the *flexibility and continuity* of the financial support needed to effectively sustain their work in study abroad. Depending on

the individual and institutional circumstances, faculty may require funding for program research and development, for release time or replacement teachers, for logistical assistance and program support personnel, for student funding, for enrollment and on-the-ground contingencies.

Institutions and those in charge of the provision and management of study abroad funding should also examine the policies and practices that impact the access to and flexibility of funding. International activities frequently require greater funding agility, creativity, risk tolerance, and understanding. Administrators may need training to learn how to work effectively with faculty program leaders, but also with international partners, and with the special needs and the complications that inevitably arise with regard to financial planning and administration of international activities. Lastly, institutions can do a better job understanding that faculty expertise tends to reside primarily in the teaching and research of their chosen field, and not in financial management. Taking a cue from the faculty data in this study, institutions could take steps to be more sensitive to the level of financial expertise and workloads of faculty members, and to provide the necessary training and support for faculty and the financial decision-makers and administrators who work with them.

Infrastructure & Support

The successful stewardship of international study programs requires that institutions have effective and sustained infrastructure in place to support faculty engagement in terms of recruitment, training, program development and program support. Institutions committed to faculty and student participation in international activities can

and should carefully assess their existing infrastructure and levels of support, both within the central administration and also in departments where faculty engagement begins. According to the findings of this study, the support that faculty commonly want and need can take many forms, and institutions need to think holistically about the necessary spectrum of supporting infrastructures across the institution and in the efficacy of the process for developing programs. It would appear that most institutions – and their faculty - could benefit from an augmentation of structural support for faculty involvement in international activities. As Moseley (2009, p. 237) writes, “Study abroad administrators and faculty deans would be wise to consider the potential synergies that exist for faculty and study abroad. In the face of little to no action... faculty will likely continue to steer clear of study abroad.”

Mitigating Risk and Liability

Faculty participants in this study were unanimous in their concerns over the personal risk and liability they perceived, or incurred, as leaders of study abroad programs. Their concerns were significant, and included legal liability as well as financial and other responsibilities that weighed heavily on many faculty members. Faculty expressed fears that they might not have the backing of their institutions in the event of unforeseen circumstances that could put them in legal or financial jeopardy – circumstances that are far more likely when leading students abroad than when teaching them in the campus classroom.

Considering the amount of work and responsibility that faculty members take on when leading students abroad, and the fact that they are often doing this in active support

of institutional goals to internationalize, it is incumbent upon institutions to clearly and concretely provide the necessary resources and backing for faculty members who otherwise are putting themselves at considerable risk, in complex and uncertain environments, to serve the educational goals of colleges and universities. Institutions need to consider how to put sufficient legal resources and financial mechanisms in place, alongside appropriate training programs for faculty, to mitigate or eliminate the risk that most faculty feel when undertaking study abroad work. Institutions also need to clearly communicate to faculty where their responsibilities for students and finances begin and end, and exactly to what extent, and in what circumstances, institutions can be counted on to support, back, and indemnify faculty when they are doing their study abroad work in good faith.

Mentoring & Training

The study findings clearly indicate a desire and need among faculty for increased training and mentoring for those involved in international work with students. If institutions are going to support faculty involvement in education abroad programs, they also have to equip and enable them to develop and manage quality programs, and to lead and teach students abroad effectively. Faculty training workshops are one important element to preparing faculty for the complex and demanding work of leading student programs abroad. Workshops need to go beyond simply training faculty how to navigate and comply with university regulations and policy. Comprehensive training will include elements related to the diverse and dynamic roles and requirements of faculty study abroad leaders. Given the complex demands and significant responsibility put on faculty program leaders, and the infinite array of unforeseen potential circumstances they may

encounter and be expected to deal with, institutions need to offer, and require that faculty have, the training needed to effectively carry out the teaching, leadership and management roles of study abroad program leaders. Also, given the lack of familiarity of many administrative staff with the myriad issues surrounding the development and leadership of the international programs they themselves ultimately supervise, finance and pass judgment on, it would be critical to train these administrators in the same areas as the faculty.

Faculty also recognized the value of learning from those that have gone before them, and many expressed an interest in benefiting from the wisdom and experience of colleagues who had led programs abroad. Institutions should make an effort to facilitate connections, communication and collaboration between faculty. Supporting mentoring relationships between veteran and new study abroad leaders, as well as ongoing networking among faculty program leaders, can have benefits not only for international programs, but also for fostering interdisciplinary relationships between faculty on campus who might otherwise have little reason or opportunity to connect and work together.

Faculty Workload

Faculty incontrovertibly found that the work of developing and leading programs abroad, while highly rewarding, requires an enormous amount of work before and during their international experiences. Given that this work, on top of their regular jobs, presents a hurdle and disincentive for many, institutions would be wise to consider how to address the workload issue. Faculty in the study identified numerous ways in which institutions sometimes do, and could, help to alleviate the stress and burden of the work required of

them in their study abroad roles. These include providing administrative and logistical assistance in program development, providing for assistants to accompany faculty on their programs abroad, and creating better materials and mechanisms for training, marketing, orientation, program administration and management. Perhaps more than any other suggestion and request, faculty expressed a desire to be relieved from a portion of their regular job duties in order to be able to fully focus on the work of developing and running study abroad programs. As such, institutions should explore ways to allow faculty the time needed to develop programs on campus, and to factor their time and work abroad into their regular workload. And in the cases where the work of study abroad program development and leadership is an overload, faculty members want and need to be fairly compensated for this work. It is incumbent upon institutions with serious internationalization aspirations to create policies and practices under which faculty international activities “are not ‘extra’ components of faculty work, but an agreed upon contribution for which effort they will be rewarded” so that they “have the time and freedom they need to participate” (Omeara & Braskamp, 2005, p. 233).

Rewards & Recognition

The study findings suggest that faculty work in the sphere of study abroad is rewarded little, and seldom recognized. Beyond the need to better reward faculty with compensation for this work, there is also a need for people in leadership positions within institutions of higher education to create policies and establish practices that reward and recognize the work of study abroad faculty in other ways. A 2012 study by the American Council on Education found that “the percentage of institutions that have guidelines

specifying international work or experience as a consideration in faculty promotion and tenure decisions has remained the same (8 percent) since 2006” (p. 14).

A majority of faculty participating in this study echoed what has been stated in the research: the work of faculty members in study abroad is typically not considered in tenure or promotion schemes, leaving many faculty members – particularly junior faculty - feeling that their work is not valued by their institutions, and is not contributing to their own efforts to advance professionally. As such, institutions need to “change promotion and tenure and contract renewal definitions and criteria to include a broadened definition of scholarship” that will promote faculty involvement in international activities and “the types of programs that link student affairs and academic affairs in intentional partnerships to improve student learning and development” (Omeara & Braskamp, 2005, p. 232). At the same time that higher education institutions – including all three of those studied – are clamoring for increased internationalization both on and off campus, the lack of formal policies and structures for rewarding the international work of faculty creates, for some, a disincentive to pursue this work.

This is especially the case for faculty who are under considerable pressure to undertake professional activities that make clear contributions to their own advancement (i.e. research and publishing for tenure) or to their institutions (i.e. seeking research and other grant money). If institutions want to engage more interested faculty in the work of study abroad, they need to take note of the fact that the lack of reward incentives gives many faculty considerable pause when contemplating the possibility of dedicating themselves to study abroad work. And if a broader population of faculty are to be engaged,

earlier in their careers, the concerns of junior and non-tenured faculty have to be recognized and addressed. Moseley (2009, p237) writes that “administrative recognition of the particular circumstances faced by junior faculty will help bring these faculty to study abroad. Furthermore, deans and study abroad administrators should consider adopting policies and programs that would encourage junior faculty involvement in study abroad programs.”

As some faculty in the study noted, there are departments and/or disciplines that actively and vocally critique the work of study abroad by faculty for its supposed lack of rigor and for the way it is perceived to detract from work that is considered more important. In these instances, institutions may need to work not only to incentivize study abroad work through concrete rewards, but also to examine how to change institutional cultures that do not value the study abroad work that faculty themselves consider so indispensable for themselves, their students, and their institutions.

Faculty members also wanted their hard – and valuable – work to be recognized, in word as well as in deed. Findings of the study suggest that many faculty study abroad leaders feel that their work in this area goes unnoticed by their peers, their departments, and their institutions. While this might seem less important than more concrete and measurable financial rewards or promotion considerations, faculty clearly want their work to be recognized, and to know that their efforts on behalf of students, departments, and institutional internationalization goals are appreciated and valued by others. As such, institutional leaders may be in a position to make a difference when it comes to faculty engagement through the recognition of faculty study abroad work that can be accomplished through relatively little cost and effort.

Engagement Begets Engagement

As this study indicated, one of the most powerful and effective means for promoting faculty interest in study abroad is the international experience itself. Faculty members who had the opportunity to take students abroad were transformed into believers and advocates for study abroad experiences. This finding is backed by other research that speaks to the profound and transformative effect of international experiences, and the way in which they can propel faculty to engage in work abroad with students even in the face of significant hurdles and barriers. Hence, one of the most effective ways that colleges and universities can promote faculty involvement and engagement in international education is to explore strategies and mechanisms for getting faculty who have never been “in the field” with students to go abroad.

Schools have a variety of options at their disposal. These include more actively supporting faculty in the development of new study abroad programs. Faculty can be sent to accompany existing study abroad programs as instructors, co-leaders, or simply as observers. They can be engaged in the work of assessing and evaluating existing programs abroad, either for their own institutions or for others who routinely require and seek out independent evaluators – typically academics - to assess the academic and experiential quality of their study abroad offerings. Many organizations, including universities and third-party study abroad provider organizations also allow – and frequently – welcome visitors from colleges and universities as they seek to promote their programs to students through faculty members. These kinds of opportunities for faculty to see and experience study abroad in action can do more than just inspire faculty to engage as study abroad program leaders; they can also serve as valuable professional development opportunities,

and contribute to the international social and intellectual capital that institutions need if they hope to effectively internationalize.

Recommendations for Future Research

This study holds numerous implications, and leaves room for a range of potential and recommended future research endeavors on faculty engagement and participation in study abroad.

Drawing on the largely qualitative nature of the present study, there is significant opportunity to learn from larger scale, quantitative research on faculty experiences and perceptions around institutional barriers and supports to engagement in study abroad work. As the trend of internationalization continues its rapid growth in U.S. institutions, and as the number of students studying abroad increases, so will the landscape of faculty participation and the ways in which colleges and universities seek to promote international activity for their constituents.

This study attempted to collect data from a larger number of faculty and institutions than most of the prior research relevant to the specific topic of faculty engagement in study abroad. However, this study was still limited in its scope, having only involved 18 faculty and three institutions. Broadening the scope of similar future studies would yield more reliable data related to tendencies of institutions and faculty, and would likely identify additional barriers and supports that could, in turn, further inform institutional practice and future research.

It would also be worthwhile to include an expanded range of institution types in future research. This study aimed to achieve some diversity by including interviews with faculty members from three different institution types (large public research university, private comprehensive university, and community college). Future research would benefit from expanding the diversity of institutions studied to include small liberal arts schools, tribal colleges, private for-profit schools, and historically black colleges and universities, among others.

Colleges and universities interested in internationalization could benefit from a better understanding about what types of individuals are more inclined to engage (and succeed) in the work of study abroad. Future longitudinal research might yield valuable knowledge about whether certain demographic groups (i.e. foreign nationals, those with significant experience abroad, those with second language skills, etc.) might have a stronger proclivity to get involved in the work of taking students abroad. Likewise it would be useful to understand whether those with significant prior international experience are better prepared and qualified to lead students abroad on account of personal and professional networks, language and intercultural skills, and other knowledge and skills they bring with them. Such information could inform institutional hiring and retention policy and practice in support of international education.

Future research would also benefit from more case-based studies of institutions that are employing specific policies and practices with the goal of fostering faculty engagement. This could help contribute to a canon of best practices that could in turn inform the field

about how specific institutions, and types of institutions, are achieving success when it comes to meeting their own goals of involving faculty in international study programs.

Conclusion

The hope of this researcher is that this study will have outcomes beyond simply answering the research questions. The results of this research, though limited, provide initial answers to some of the research questions. In addition to contributing to the body of literature on faculty engagement in higher education study abroad and internationalization, the intent of this study was to provide expanded, enhanced and actionable recommendations for institutional policies and practices, with the hope of better fostering and supporting the participation, and improving the experiences, of faculty in education abroad.

Recommendations in this arena have been made before. However, they have tended to be highly generalized, and seldom operationalized. They also have tended to be based on presumptions and generalizations about faculty, and have rarely taken their *actual* perspectives and experiences into account. Neither a research study, nor a dissertation, are needed to recommend stronger institutional commitments, better planning and strategy, or increased funding as reliable ways to support the study abroad enterprise. Hence, it is hoped that by providing actual cases, based in the words of faculty study abroad leaders themselves, institutions might be able to see - perhaps even feel, and ultimately understand - the faculty experience in a way that will impel them to make changes that can provide more educational and transformational experiences for faculty and students, and at the same time foster institutional goals to internationalize.

In the twenty years since Craufurd and Goodwin wrote “Missing the Boat,” U.S. higher education has undoubtedly gotten much more ‘on board’ in terms of internationalization. Many institutions, however, have yet to embark, and others are still figuring out how to best align their sails with the prevailing winds to get the most mileage out of their interest and initiative around internationalization. This is particularly true as it relates to the effective engagement of the faculty in international activities, and as this study indicates, there is much opportunity to improve, and much work to be done.

If an outcome of this work is even a small increase in faculty engagement in education abroad, I think the effort will have been worthwhile. Based both on my research as well as my own personal experience as both study abroad student, leader, educator, and administrator, I believe that the international educational experience is in almost all cases one of tremendous value, and not simply for participants. Hence my most fundamental desire, and the anticipated contribution of this work, is that it will extend and improve upon that value for faculty and students, as well as the educational institutions that endeavor to serve them.

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Appendices

Appendix I: Responses to Interview Statements

Appendix II: Participant Invitation Letter

Appendix III: Participant Consent Form

Appendix IV: Interview Protocol

Appendix I: Responses to Interview Statements

The following set of twelve questions were asked of all study participants as part of each interview in order to gauge faculty perceptions about the international education climate within their respective departments and institutions. Responses were collected using a Likert-type scale. The results of the survey questions are discussed below in Chapter Five in relation to other research findings, and are considered with regard to the implications for practice and future research that follow from the findings of the study presented above.

Table 8

Statement #1: Overall, the administration of my institution is interested in helping the institution have a strong international focus.

Agree	56%
Strongly Agree	28%
Disagree	11%
Strongly Disagree	6%
Don't Know	0%
Total	100%

Table 9

Statement #2: Students at this institution want it to have a strong international focus.

Agree	67%
Strongly Agree	22%
Disagree	6%
Strongly Disagree	0%
Don't Know	0%
Total	94%

Table 10

Statement #3: My departmental colleagues at this institution want it to have a strong international focus.

Agree	44%
Strongly Agree	22%
Disagree	17%
Strongly Disagree	17%
Don't Know	0%
Total	100%

Table 11

Statement #4: The institution has clear goals for helping itself become more international in focus.

Agree	44%
Strongly Agree	0%
Disagree	33%
Strongly Disagree	11%
Don't Know	11%
Total	100%

Table 12

Statement #5: My department has a strategy for increasing its international focus.

Agree	22%
Strongly Agree	11%
Disagree	50%
Strongly Disagree	17%
Don't Know	0%
Total	100%

Table 13

Statement #6: It is not very important for faculty in my discipline to have an international focus in their teaching.

Agree	11%
Strongly Agree	11%
Disagree	22%
Strongly Disagree	56%
Don't Know	0%
Total	100%

Table 14

Statement #7: It is not very important for faculty in my discipline to have an international focus in their research.

Agree	28%
Strongly Agree	6%
Disagree	28%
Strongly Disagree	28%
Don't Know	11%
Total	100%

Table 15

Statement #8: My departmental colleagues need to have had international experience to be effective in their work.

Agree	33%
Strongly Agree	6%
Disagree	44%
Strongly Disagree	6%
Don't Know	11%
Total	100%

Table 16

Statement #9: I feel fully supported by my department in my study abroad work with students.

Agree	39%
Strongly Agree	39%
Disagree	6%
Strongly Disagree	6%
Don't Know	11%
Total	100%

Table 17

Statement #10: My colleagues support my choice to lead study abroad.

Agree	44%
Strongly Agree	39%
Disagree	6%
Strongly Disagree	6%
Don't Know	6%
Total	100%

Table 18

Statement #11: Many of my departmental colleagues are also involved in study abroad work.

Agree	22%
Strongly Agree	17%
Disagree	44%
Strongly Disagree	17%
Don't Know	0%
Total	100%

Table 19

Statement #12: I do not feel that there is sufficient encouragement or rewards for faculty who lead study abroad programs in my department.

Agree	56%
Strongly Agree	22%
Disagree	22%
Strongly Disagree	0%
Don't Know	0%
Total	100%

Appendix II: Participant Invitation Letter

College of Education, Box 353600
Phone: (206) 543-1836
Educational Leadership and Policy Studies
FAX: (206) 616-6762
Seattle, Washington 98195-3600

Dear Faculty Member,

I am writing to ask you to take part in a study regarding institutional conditions that impact faculty participation in study abroad programs. I am interested in learning more about the barriers to study abroad engagement that instructors encounter and how they overcome them. I am undertaking this study as part of my doctoral studies at the University of Washington, and plan to use information from this study as the foundation for my doctoral dissertation.

In this study I hope to identify, assess and understand institutional barriers to faculty involvement in study abroad. I would like to conduct interviews with University faculty and instructors who have been involved with study abroad in some capacity. The goal of this research is to inform policies and practices that can increase and improve opportunities for faculty members and others to engage in and benefit from study abroad. I also hope that the results of this study will help to better inform decision makers about the impact and outcomes of study abroad leadership experiences. The study is not in any way an evaluation of the instructional or other work of faculty either on or off campus.

If you choose to be in this study, I would like to interview you once about your experiences and interactions within the University as you have sought to pursue study abroad-related opportunities. The interview will last between 45-60 minutes and will focus

on your experiences encountering the opportunities and navigating the challenges of putting together and directing a study abroad experience. For example, I will ask you, “Why did you choose to develop and lead a study abroad program?” and “What was your experience like developing and leading a program abroad?” and “What were the greatest challenges or obstacles in developing and leading a program?” and “What do you see as some of the outcomes of your study abroad leadership experience?” and “How might you have been better supported in your study abroad work?”

Taking part in this study is completely voluntary. You can stop at any time and all information about you will be kept confidential. If the results of this study are published or presented, I will not use your name or any other information that would identify you personally, nor any particular study abroad program you may have been involved with. If you have any questions about your rights as a research participant, please contact the University of Washington Human Subjects Division: 206-543-0098.

Thank you for considering this opportunity. I will be contacting you shortly by phone to discuss this with you further. Should you have any questions or concerns, please feel free to contact me by phone (206) 685-7398 or via email at msavvy@u.washington.edu.

Yours sincerely,

Max Savishinsky

Appendix III: Participant Consent Form

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

PARTICIPANT CONSENT FORM

Overcoming Barriers to Faculty Participation in Study Abroad

Investigator: Max Savishinsky
College of Education
Educational Leadership and Policy Studies
msavvy@u.washington.edu

INVESTIGATOR'S STATEMENT

I am asking you to be in a research study. The purpose of this consent form is to give you the information you will need to help you decide whether or not to be in the study. Please read the form carefully. You may ask questions about the purpose of the research, what I would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called 'informed consent.' I will give you a copy of this form for your records.

PURPOSE AND BENEFITS

The purpose of this research is to gather data that will form the foundation of my doctoral dissertation. I hope to use this data and research to gain a better understanding of the experiences and outcomes of faculty engagement in study abroad. One benefit of this study is the possibility of developing new insights about the personal, professional and institutional outcomes of faculty involvement in study abroad as program directors. Another benefit may be the opportunity to inform policy and practice as it pertains to the study abroad endeavor within higher education; this information may help policy makers and decision makers as they seek to improve and increase international education opportunities within the College. You may not directly benefit from taking part in this research study.

PROCEDURES

If you choose to be in this study, I would like to interview you once about your experiences and interactions within your institution as you have sought to pursue study abroad-related opportunities. The interview will last between 30-60 minutes and will focus on your experiences encountering opportunities and navigating the challenges of putting together and leading a study abroad experience. For example, I will ask you, “Why did you choose to develop and lead a study abroad program?” and “What was your experience of developing and leading a program like?” and “What were the greatest challenges or obstacles in developing and leading a program?” and “What do you see as some of the outcomes of your study abroad leadership experience?” and “How, if at all, and by whom could you have been better supported in your study abroad work?”

With your permission, I would like to audio tape your interview so that I can have an accurate record of our conversation. Within 2 months of the interview, I will create a written transcript of the conversation that will identify you by a numerical code only. Within 2 months after your interview, I will destroy the original recording, leaving only the coded transcript of the interview. Only I will have access to the recording, which will be kept in a secure location. If you would like a copy of the interview transcript, I will gladly provide you with one.

RISKS, STRESS, OR DISCOMFORT

Some people feel that providing information for research is an invasion of privacy. I have addressed concerns for your privacy in the section below. Some people feel self-conscious when notes are taken or interviews are recorded. In addition, because of my role as a study abroad director and manager, some people may feel uncomfortable due to sometimes-perceived differences in power between employees at different levels within the University.

OTHER INFORMATION

Taking part in this study is voluntary. You can stop at any time. Information about you is confidential. I will numerically code the study information. I will keep the link between your name and the numerical code in a secured location until June 2010. Then I will destroy the information linking your identification to the numerical code. If the results of this study are published or presented, I will not use your name.

I may want to re-contact you for future related studies. Please indicate below whether you give me permission to re-contact you. Giving me permission to re-contact you does not obligate you in any way.

If you have any questions about this research study, please contact Max Savishinsky at the telephone number or e-mail listed on the top of this form. If you have any questions about your rights as a research subject, please contact the University of Washington Human Subjects Division: 206-543-0098.

Signature of investigator

Printed Name

Date

Participant's statement

This study has been explained to me. I volunteer to take part in this research. I have had a chance to ask questions. If I have questions later on about the research I can ask one of the investigators listed above. If I have questions about my rights as a research subject, I can call the University of Washington Human Subjects Division at (206) 543-0098. I will receive a copy of this consent form.

_____ I give my permission for the researcher to re-contact me to clarify information.

_____ I do NOT give my permission for the researcher to re-contact me.

Future use of data from this study

If data from this study is used for the researcher's doctoral dissertation:

_____ I give my permission for the researcher to re-contact me about future related studies.

_____ I do not give my permission for the researcher to re-contact me about future related studies.

Signature of Participant

Printed name

Date

Copies to: Investigator's file, Participant

Appendix IV: Interview Protocol

“Overcoming Barriers to Faculty Participation in Study Abroad”

Max Savishinsky (PI) - UW College of Education

Background Information

1. Country of Birth____
2. Age range____
3. Gender____
4. Ethnicity____
5. Departmental Affiliation ____
6. # of years at this institution____
7. # of years teaching____
8. Faculty appointment level or employment status____
9. Research/teaching focus____
10. Foreign Language Skill____

Interview Questions

- 1. Tell me about any significant *international* aspects of your personal background and experience?**
 - Did your parents or other family members do a lot of traveling?
 - Have you spent time abroad studying or traveling?
 - Have you lived abroad (where/when)
 - Does your current research or other work take you abroad?
- 2. Are there parts of your work that you consider to be explicitly international in scope?**
 - If so, what are they and how are they international?
- 3. Have you ever led groups of students abroad?**
 - What was the nature of that experience—its goals/purposes?
 - When and how were you first involved?
 - How often have you done this?
 - Have the circumstances around leading groups of students abroad changed or not?
- 4. What were your reasons or motivations for getting involved with leading a study abroad program?**
 - Professional?

- Personal?
5. **Have you continued to be involved with taking students abroad?**
 - Why or why not?
 - Have you continued to be involved with the students you have taken abroad? How?
 6. **What do you think have been the most important things your students got from their study abroad experiences with you?**
 7. **What have been the most important things you've gotten from taking students abroad?**
 - Have those experiences changed you personally in any way?
 - Have they changed your teaching in any way?
 - Did they have any effects on your research or other interests?
 8. **What are or have been the biggest challenges to taking students abroad?**
 - Sacrifices
 - Obstacles
 - Opposition (from whom?)
 - Opportunity Costs
 - Other costs
 - Professional costs/barriers
 - Institutional barriers
 - Personal challenges or costs?
 - Risk (in the field, of failure, or low recruitment, other?)
 9. **Which of these have been the biggest obstacles and how have you overcome them?**
 - Did any obstacles get in the way of you going, either in the first place or a second time?
 - Do these barriers remain in place or are they gone once you overcome them?
 - Do you foresee new barriers arising in the future, or the reappearance of old ones?
 10. **How would you characterize attitudes within your department and discipline towards study abroad?**
 11. **Do you think students and educators within your particular discipline stand to benefit from internationalizing their academic experiences?**
 - If so, what are those benefits in relation to your field?
 12. **If there were one thing that either the institution or your department could do to encourage you (and other faculty in your department) to take students abroad (or to take more students, or to do it more often), what would it be?**

Climate Questions

I'm going to read you some statements, and I'd like you to answer by selecting a number from 0-4 that indicates how much you agree or disagree with the statement with 0=I don't know; 1=strongly disagree; 2=disagree; 3=agree; and 4=strongly agree. Just because I'm asking for a number here doesn't mean that you can't say anything about the question, though. Please feel free to add some explanation for any of these.

	0 I don't know	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
Overall, the administration of my institution is interested in helping the institution have a strong international focus. Explain:					
Students at this institution want it to have a strong international focus. Explain:					
My departmental colleagues want the institution to have a strong international focus. Explain:					
The institution has clear goals for helping itself become more international in focus. Explain:					
My department has a strategy for increasing its international focus. Explain:					
It is not very important for faculty in my discipline to have an international focus in their teaching. Explain:					
It is not very important for faculty in my discipline to have an international focus in their research. Explain:					
My departmental colleagues need to have had international experience to be effective in their work. Explain:					
I feel fully supported by my department in my study abroad work with students. Explain:					

<p>My colleagues support my choice to lead study abroad programs. Explain:</p>					
<p>Many of my departmental colleagues are also involved in study abroad work. Explain:</p>					
<p>I do not feel that there is sufficient encouragement or rewards for faculty who lead study abroad programs in my department. Explain:</p>					

VITA

Max Savishinsky was born in New York City, New York. He has lived in many places throughout the U.S. including New York, California, and Washington, and has lived, studied and worked abroad in England, Costa Rica, Dominican Republic, Honduras, Mexico and Spain. Currently he calls Maine his home. At Ithaca College in New York he earned a Bachelor of Arts degree in Communications, and a Master of Public Affairs and Master of Arts in International Studies from the University of Washington. In 2012 he earned a Doctor of Education at the University of Washington in Educational Leadership and Policy Studies.