Leading Short-Term Study Abroad Courses: Motivations and Outcomes for Community College Faculty

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A Dissertation Submitted to

The Faculty of
The Graduate School of Education and Human Development
of The George Washington University
in partial fulfillment of the requirements
for the degree of Doctor of Education

May 19, 2013

Dissertation directed by

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Dedication

To my late father,

Charles Knorth Hull

Acknowledgments

I would like to thank the members of my dissertation committee for their individual and collective support and expertise, particularly over the last 3½ years. I met Dr. Whitaker almost 7 years ago, and I greatly appreciate our office discussions about work, academics, and life that have taken place over the years. The stories of his adventures and accomplishments served to motivate me to pursue small endeavors of my own. Thank you, Dr. Whitaker, for helping to bring this current pursuit to fruition.

Though I did not meet Dr. Howard during our mutual Boston days, I am so lucky to have met him in the classroom at GW. His gentle guidance and jovial support enhanced my confidence that I could carry out this qualitative work. Thank you, Dr. Howard, for your competence and commitment to my first try as a researcher.

When I began as a student at GW, I did not know the treat that would be in store for me and my classmates in the form of Dr. Johnson. His attention to our work and learning, as well as happiness in and out of the classroom, helped us achieve more than many of us thought we could. This is certainly true for me. Thank you, Dr. Johnson, for caring.

I extend thanks to my dissertation readers, Dr. Paul Charpentier and Dr. Jack Prostko, who have taken time out of their busy schedules to be a part of this experience. To Dr. Frederic Lemieux, I owe gratitude for pushing me to try and giving me flexibility to pursue. Special thanks goes to Amanda Kastern, who picked me up at the train station in the early hours of several winter mornings so I could conduct research. Thanks to Ernesto Sousa, who made sure that I always got to class on time, even when we had to turn back to pick up a stray classmate or two.

Still, I could not have done any of this without the love and keep-it-real attitude of my sister, Julianne. Our hours-long phone conversations several times a week renewed my spirit each time. Thank you, Jules, for all the ways you help make things better.

Lastly, I wish to thank the members of GW HEA Cohort 11 for always being there with senses of humor and offers of support. I am so grateful for being included in this group, and I look forward to sharing in each other's lives and works as the future unfolds. Please know that you have a home wherever I am in the world.

Abstract of the Dissertation

Leading Short-Term Study Abroad Courses:
Motivations and Outcomes for Community College Faculty

This case study explored faculty motivations for choosing to lead short-term study abroad courses and the personal and professional outcomes of the undertaking as reported by the faculty members themselves. This study also identified specific instances of internationalized practice in the development and implementation of the course. Three faculty members from one community college were included in this case study.

Study data were collected through semistructured interviews, participant observations, and document review. Individual interviews were conducted at three points: before, during, and after the study abroad course trip. The before-trip interviews focused on the three participants' motivations to pursue the opportunity to lead a short-term study abroad course and their desired outcomes of the undertaking. The interviews conducted during the trip explored real-time perceptions of the experience and reflections on the preparation process. The interviews conducted upon return from the trip explored faculty reflections on the actual and planned outcomes of the experience. Participant observations noted instances of internationalization in teaching and learning during the delivery of the course while abroad. The documents reviewed included syllabi, course descriptions, international education mission, portions of the community college strategic plan, and course promotional materials.

These results indicate that faculty were motivated to pursue the opportunity to lead short-term study abroad by intrinsic personal and professional factors. Outcomes for faculty revealed professional growth in disciplinary knowledge and enthusiasm,

internationalization of teaching and learning, an expansion of their professional practice and roles, and individualized personal outcomes. The study suggests that leading short-term study abroad courses can serve as a professional development activity for faculty in a variety of ways, including internationalization.

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CHAPTER 1:

INTRODUCTION

As U.S. institutions of higher education strive to educate students to compete in an increasingly interrelated and complex global economy, there is movement towards the internationalization of teaching, learning, research, and other activities within the college and university contexts. Faculty members are responsible for much of the teaching, learning, and research activities that occur on a campus due to their subject matter expertise and their regular interaction with students and colleagues. As such, faculty engagement is essential to the successful internationalizing efforts of an institution. One way to engage faculty in this effort is through professional development activities (Stohl, 2007). However, it is unclear which professional activities have a direct impact on internationalization of faculty practice and which motivational factors, both personal and professional, are closely aligned with engagement in internationalization activities. This dissertation study explored community college faculty members' motivations to lead short-term study abroad courses and how leading this international education effort influenced their professional practice and faculty internationalization.

Context and Overview

Since World War II, international education and the exchange of students and scholars from around the world have grown dramatically in practice and scope (Edgerton, 1976). Reports from the President's Commission on Foreign Language and International Studies (U.S. Office of Education, 1979), Council on International Educational Exchange (1988, 1992), American Council on Education (Green & Olson, 2003), and NAFSA:

Association of International Educators (2003) all promote the idea that U.S. institutions of higher education should participate in varied international activities that foster teaching, learning, and research (Edwards, 2007) for the benefit of campuses, students, and communities. These various international activities may be integral parts of an institution's overall educational efforts. In this vein, Rudzki (1995) referred to internationalization as "a defining feature of all universities, encompassing organizational change, curriculum innovation, staff development and student mobility, for the purposes of achieving excellence in teaching and research" (p. 421).

Following World War II, the emphasis on internationalization of schools and businesses was fueled by concerns for U.S. national security and global economic competitiveness. The reasons for pursuing international opportunities and partnerships have since diversified. Currently, additional language acquisition, enhanced employability, cultural competence, and opportunities to engage in international research are often touted as major reasons for student and faculty participation in internationalization initiatives (Stohl, 2007).

Therefore, international activities involving exchange and other arrangements and partnerships have been introduced into many institutions of higher education. In practice, these activities may fall into several categories. Some are formal, reciprocal faculty or student exchanges between a U.S. university and an institution abroad. Other international arrangements may involve a scholarship or grant to pursue a particular aspect of teaching, learning, or research. A prominent example of this is the awarding of a scholarship through the U.S. State Department's Fulbright International Educational Exchange Program, established in 1946 to encourage students, scholars, and teachers to

live and work abroad, facilitating connections and understanding between U.S. citizens and those of other countries. Other examples include programs that provide full semester-long or year-long study abroad experiences for students through their home or host higher education institutions; formalized agreements regarding collaborative research or teaching arrangements between two international institutions; or study trips of a few weeks' duration led by cooperating faculty.

Administrators, faculty, and students all take part in these internationalized activities to a greater or lesser extent and with mixed results, depending on the degree to which the activities' impacts are assimilated into regular practice. As faculty are faced with growing student diversity in the classroom and increased expectations for incorporating global perspectives and cases into their curriculum, there are major questions around the ability of the faculty as a whole to "keep up with the growing trend towards internationalization" (Easterby-Smith & Preston, 1991, p. 301).

Despite the generally accepted belief that the above-mentioned international activities are effective and essential components of any institution's internationalization process, there has been little examination of the tangible benefits and results of faculty participation in these endeavors with regard to classroom activities, research and career agenda, and internationalization of professional practice. Indeed, there has been little examination of what a faculty member does overseas and how he or she does it. Uncovering how faculty members view and use this time away from their home institution is important. Whether it is perceived as a break from the usual professional duties or as a way to enhance their careers and build connections, or both, faculty may structure activities abroad accordingly.

Research Problem Statement

The traditional activities of institutions must evolve to include internationalization so as to achieve the student learning goals of global competence as a response to ever-changing global pressures and influences (Altbach & Teichler, 2001). Harari (1992) commented that students need not only academic skills and training, but also a world perspective in order to be successful as adults in society. He wrote:

> It is clear that acquiring global awareness and an understanding of the diversity of cultures and societies on our planet has to be considered an integral part of liberal education. Since the students we now help educate will live in a highly interdependent and multicultural world it is obvious irrespective of the narrower academic and professional skills acquired by these students they will need also to acquire a reasonable degree of knowledge and skills with respect to the interconnectedness of peoples and societies and cross-cultural communication. (p. 54)

Students are commonly expected to graduate with several competencies that include intercultural competence, familiarity with world events, knowledge of global influences and practices within their field of study, and the ability to successfully interact with diverse colleagues and communities (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005; Fullan & Scott, 2009; Knight, 2004). An internationalization of the processes, functions, and purposes of their college experiences is seen as vital to achieve the competencies they will need to maintain competitiveness in every facet of the globalized marketplace.

Higher education's responsibility for adequately preparing citizens for the future was outlined in President Clinton's memorandum on international education policy (White House, 2000):

> To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a

> broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America's leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad. (para. 1)

Critical to meeting this call from national leaders and industry is the uniquely American higher education invention explicitly created to fulfill the emerging and ongoing demands of both the domestic and global marketplaces: the community college. The community college system as we now know it grew out of the post-World War II need for a skilled labor force to fill jobs created by an economy transitioning from military-based to consumer-based endeavors (Cohen & Brawer, 2003; American Association of Community Colleges, 2011). This system of open-access colleges based in the community grew out of President Truman's Commission on Higher Education, the advent of the GI Bill, and the pressing need to grow and maintain that consumer-based economy workforce. Mellow and Heelan (2008) explained:

> The impetus was to create a national system for this new kind of college, one that would be local, non-residential, and aimed at individuals who in times past would have been able to successfully support a family if they had just finished high school. The new colleges would be a college of and for its community. . . . The development of community colleges continues, not so much through new campuses, but through structural, diversity programming, accountability efforts, and pedagogical and curricular changes spurred by issues in urban public education, in internationalization, in immigration, and in technology. These forces will set the next agendas for American community colleges. (p. 7)

It is precisely because of their traditional missions of preparing and providing educated workforce members to a domestic economy that is increasingly globalized that internationalizing community colleges in particular is so important. Students of all types

need access to not only convenient and effective learning environments, but ones that provide them with

> opportunities to develop the knowledge, skills, and attitudes to compete successfully in a global marketplace. . . . A learning college that affords students access to opportunities and options for learning about global issues is a 21st century extension of the community college egalitarian mission of ensuring access and opportunity for learners. (Floyd, Walker, & Hurd, 2002, p. 59)

Drawing on the work of economic theorists Richard Florida and Jeffrey Sachs, Mark David Milliron (2007) commented that the U.S. higher education system, and particularly community colleges, needs to refocus on skills students need to compete in an information-based society. Creativity, courage, and critical thinking, as well as "internationally relevant and transcendent skills" (p. 37), are essential to the success of learners in the present and innovators of the future.

According to the American Association of Community Colleges (2011), 44% of the nation's undergraduates receive education at community colleges. Providing access to relevant vocational training and higher education to broad sectors of the population and maintaining close economic ties to the surrounding communities was and still is a vital part of the nation's economic and community development goals. In 2009, President Barack Obama unveiled the American Graduation Initiative, which involved giving $12 billion in federal monies to U.S. community colleges over the next 10 years to expand access through larger facilities and financial aid in hopes of increasing the number of graduates who can then transfer to 4-year institutions and produce workers who are truly able to compete in a globalized marketplace (Kellogg & Tomsho, 2009).

Some monies have also been made available at the federal level in order to foster internationalization efforts. Grants through the U.S. Department of Education's

International and Foreign Language Education Office have traditionally been available to community colleges. Title VI of the 1965 Higher Education Act supports strengthening domestic academic programs in foreign language and international studies. Overseas programs are supported by the Fulbright-Hayes Act and "are intended to improve secondary and postsecondary teaching and research concerning other cultures and languages, training of specialists, and the American public's general understanding of the peoples of other countries" (U.S. Department of Education Office of Postsecondary Education, 2011, para. 3).

Despite the codification of public resources and efforts aimed at internationalizing higher education, according to the American Council on Education, there are ever-shifting financial sources responsible for funding internationalization efforts at community colleges (Green, Luu, & Burris, 2008; Siaya & Hayward, 2003). As the percentage of community colleges receiving federal funds for international activities shrunk from 20% to 11% between 1995 and 2006, so did the percentage of those receiving state funds for these efforts (from 14% to 5% during that same time period). Interestingly, the percentage of community colleges receiving private funding for their internationalization initiatives grew from 12% to 18% between 1995 and 2002. Still, 68% of all U.S. community colleges received no outside funding for internationalization as of 2006 (Green et al., 2008). This would indicate that for many internationalization endeavors, there are relatively few financial resources on which institutions can rely, making it important to focus efforts and resources wisely. Yet, there is little study on the alignment between internationalization objectives and various internationalization activities.

Referring to internationalization efforts, Hatton (1995) stated that "there are some activities that have a much greater impact on all or most of the objectives, whereas other activities are much narrower in their focus and effect" (p. 459). For instance, an effort undertaken to internationalize curriculum may have modest gains in terms of fulfilling a community college's traditional 'good citizen' role or generating revenue. Yet, when a community college applies for and receives a substantial grant to internationally collaborate on a technical assistance project (e.g., in developing countries), then the outcomes having to do with good citizenship and revenue generation are potentially much stronger. Aligning desired outcomes with activities that best facilitate them is logical. With regard to faculty internationalization, there is little study of which individual-level activities are likely to produce desired outcomes (internationalization or otherwise) and why.

It is clear that faculty engagement in internationalization activities is key to any institution's overall internationalization efforts. Providing opportunities for faculty to obtain experience that they can then use to internationalize their work at a community college is crucial. According to the American Council on Education's internationalization survey (Green et al., 2008), the most common type of internationalization activity offered to faculty was on-campus internationalization workshops: 67% of community colleges provided these types of workshops, while just 16% provided recognition for internationalized work via an award system. Thirty-eight percent of community colleges surveyed earmarked funds for professors to lead study abroad offerings. Overall, 45% did not provide any specific funding for faculty participation in internationalization. Despite the importance of an internationalized faculty in the delivery of community college

education, and public legislation in place to promote the internationalization of higher education, these statistics indicate a dearth of resources available to sustain a globally relevant experience for both students and faculty at the community college level.

Examining an international activity's impact on a faculty member's professional practice and potential implications for internationalization is important to institutions trying to allocate resources to make these opportunities more readily available and effective. It's also important information for faculty to have when deciding which internationalization or professional development opportunities they should pursue based on their goals. By providing a forum in which faculty could describe the content of their international experience and also reflect on its impact, this research further explored in what ways leading a short-term study abroad course is conducive to professional development and an internationalizing of professional practice.

Purpose and Research Questions

Kehm and Teichler (2007) explained that research on internationalization of higher education is a relatively new subject area, coming into prominence only in recent decades. As stated previously, internationalization is a broad term that can be operationalized in several facets of a university's teaching, learning, and research activities. This study examined one particular international activity from the viewpoint of the faculty members who planned and implemented it. In order to gain insight into the reasons for pursuing such an activity and the resulting impacts on professional practice, this research project focused on community college faculty members planning and implementing short-term study abroad courses for students.

This study had two guiding research questions:

1. What motivates a community college faculty member to lead a short-term study abroad course, and what are the desired outcomes of such an undertaking?
2. How does leading a short-term study abroad course influence a community college faculty member's professional practice?

The first research question pertains to motivations and desired outcomes, two related entities that may impact a faculty member's experience of leading short-term study abroad courses. Motivations can include professional or institutional-level incentives (e.g., tenure, stipend, promotion, or having a different type of teaching experience) or personal reasons (e.g., to spend time in another country, experience a change of scenery, or allow friends and family to accompany them on a professional trip). Motivations could be tangible, such as a monetary incentive, or intangible, such as a desire to 'see the world.' Desired outcomes are the faculty member's wishes regarding the results of the experience. These could include enhancing subject matter knowledge as a result of the new teaching environment; making connections with international institutions and colleagues; acquiring and applying new leadership skills; or using location and environment to facilitate a new learning experience for students. Tangible desired outcomes may include the addition of international readings or assignments to the curriculum; an expanded perspective on the subject for both faculty and students; increased confidence in teaching or leadership skills; or establishment of professional ties.

The second research question pertains directly to what happened during and after the experience with regard to how it influenced a faculty member's actual and planned (future) practice. As noted in research, examples of impacts could include modifications

of existing syllabi to adapt to resources available in the international environment; enthusiasm for pursuing more study abroad endeavors; or a change in teaching style as a result of new subject matter expertise. Study abroad activities can be considered a part of an institution's internationalization efforts.

Faculty members' motivations for leading a short-term study abroad program may influence their desired outcomes going into the experience, as well as the actual or anticipated impacts on their professional practice following the experience. Exploring faculty motivations, desired outcomes, and impacts within this case study allowed insight into the value of this particular study abroad endeavor as a vehicle for faculty professional development and internationalization.

Significance of Project

Generally, there is a lack of internationalization across the board on U.S. campuses due to several factors that are discussed throughout this dissertation. In the American Council on Education's *Mapping Internationalization on U.S. Campuses, 2008 edition*, Green et al. (2008) stated: "Overall, internationalization doesn't permeate the fabric of most institutions. It is not sufficiently deep, nor as widespread as it should be, to prepare students to meet the challenges they will face once they graduate" (p. xv).

According to this same report, 85% of associate's degree-granting institutions offered academic credit-bearing study abroad opportunities, though most were "unlikely to state a commitment to international education in their institutional documents or plans and they devoted limited staff and infrastructure to internationalization" (p. xv). Further, foreign language requirements were absent from graduation requirements for many students at 2-year institutions (as well as all types of institutions), and there was a lack of

internationally focused class options within the general education offerings. However, community colleges "were the most likely of all types of institutions to invest in professional opportunities for faculty by offering workshops on internationalizing the curriculum" (p. xv).

Study abroad programs are the most obvious and recognizable component of an institution's internationalization offerings. During the 2008-2009 academic year, 260,327 U.S undergraduate students studied abroad, which represented about 1% of all undergraduate students enrolled at U.S. higher education institutions (Institute of International Education, 2010). Among those students, 11.7% studied abroad on programs that were 8 weeks or less during the academic year. The Institute of International Education's statistics from academic year 2005-2006 show that 6,321 community college students studied abroad (Raby, 2008), which represents less than 3% of the total population of study abroad students for that particular year. This report further summarized:

> Short-term programs serve the largest number of Americans studying abroad, including community college students and others whose financial or academic needs preclude a longer stay. About 41% of students studying abroad do so through mid-length programs, while 55% of U.S. students choose short-term programs. Seventy-four percent of students at Associate's institutions who studied abroad did so for 8 weeks or less. (Institute of International Education, 2010, para. 11)

According to another survey conducted by the Institute of International Education, short-term study abroad experiences sponsored by the home institution are the largest growth areas within study abroad programs, with 54% of higher education institutions reporting expected growth in that area. Seventy-five percent of associate's degree institutions responded that short-term study abroad programs sponsored by their

home institution are the largest growing activities with study abroad (Gutierrez, Auerbach, & Bhandari, 2009). Short-term study abroad is a more feasible option for community college faculty and students who may not be able to take a full semester or longer to study abroad. Other types of study abroad opportunities may not be accessible or practical due to family and work considerations. Raby (2008) summed up the importance of study abroad to the community college mission:

> Community colleges that do not offer education abroad are not meeting their mandate of preparing students for their future roles in a global economy, where international literacy is a basic skill needed in the workplace. Education abroad is a pragmatic tool that ensures national security, encourages development of politically active citizens who can contribute towards participatory democracy and social service, and provides career skills needed for work in the global economy. (p. 9)

Likewise, institutions that do not engage their faculty in accessible international activities are doing a disservice to faculty and students alike. Though engaging faculty in internationalization has been deemed critical due to their domain over classroom and curriculum, there is still resistance on a variety of levels. Altbach and Teichler (2001) explained that 30 years ago, a Carnegie study "showed that American academics, alone among scholars from 14 countries, were relatively uninterested in international contacts and were not convinced that knowledge of scholarship in other countries was important" (p. 12).

Today K-12 schools, colleges, and universities in the United States and around the world are being pushed to create international contacts and offerings by pressures stemming from globalization, privatization, increased diversity, and other social, political, and economic movements. Brustein (2007) examined the major challenges to some of these internationalization activities and included curriculum design (and

redesign) and faculty buy-in as two crucial elements in internationalization efforts. Therefore, it is necessary to examine and reexamine international programs and strategies of internationalization, where faculty can and must participate, and with what effects. Understanding the professional impacts of international experiences on faculty can provide useful information as to the role these activities can have in achieving institutions' overall internationalization objectives.

This dissertation study sought to address the need for information on facilitating successful internationalization outcomes by actively engaging faculty in discussion of their motivations and desired outcomes for participation in a specific international activity: leading a short-term study abroad course, a growing educational option at community colleges and one seen as critically important to the community college mission. Using qualitative research methods, interviews and other data collection procedures provided a data set from which to learn more about faculty motivations to pursue international experiences and how they planned to use the international experiences in their professional practice.

This research helped to specifically identify the impacts on professional development and internationalization endeavors that can potentially come from enabling faculty to lead short-term study abroad courses. The research can also further inform the development of college and departmental strategic policies and guidelines to maximize the benefits of faculty-led short-term study abroad for both faculty and students. By providing concrete, tangible examples of effects on various aspects of professional practice, this study can be used as a tool for faculty and departments alike to promote and

facilitate an increased number of effective international experiences for themselves and their staff.

Conceptual Framework and Definitions

Internationalization is closely linked to other research topics such as intercultural awareness, global competence, and interdisciplinarity. Thus, research in this area is 'multidimensional,' and internationalization activities are often difficult to define and distinguish (Kehm & Teichler, 2007). For the purposes of clarifying the term as used in this study, a discussion of internationalization is in order.

Internationalization can mean many different things depending on the field to which it is applied. In business, it can mean an expansion of operations into foreign countries, thereby making a company international and *internationalizing* its operations and customer base. In journalism, it can mean a slew of foreign correspondents devoted to providing details on international stories and events, an *internationalization* of coverage. In higher education, the terms and definitions have evolved from ones pertaining to the general, and perhaps implicit, goals of a university education and campus life to a specific set of plans, activities, and outcomes promoted in response to greater political and economic forces.

As Philip Altbach (1998) indicated, the modern U.S. university has always been an internationalized entity due to its medieval European origins and place "at the center of an international knowledge system that encompasses technology, communications, and culture" (p. 347). At times, internationalization has been referred to solely in terms of international education (Arum, 1987; Beltsos, 1987; Knight & de Wit, 1995). For example, the presence of opportunities to study overseas, interact with international

students on campus, or participate in faculty exchange programs all fell under this term of 'international education.'

The terms *internationalization* and *international education* are often still used interchangeably. Referring to internationalization of their institution, Brevard Community College described

> international education in its broadest sense as referring generally to all programs, projects, studies, and activities that help an individual learn and care more about the world beyond his or her community and to transcend his or her culturally conditioned, ethnocentric perspectives, perceptions, and behavior. International education should not only increase one's knowledge; it should also enhance one's wisdom and affinity with humanity. (Fersh, 1990, p. 68)

Early on in the definition debate, Harari (1989) referred to international education as an effort that

> must encompass not only the curriculum, international exchanges of scholars and students, cooperative programs with the community (local and international), training, research, and a wide array of administrative services, but also distinct commitment, attitudes, global awareness, an orientation, a dimension which transcends the entire institution and shapes its ethos. (p. 2)

In recent years, internationalization has come to encompass not only international education activities, but a whole range of plans, initiatives, and approaches to higher education in response to a variety of internal and external forces. The definition has undergone a number of iterations, focuses, and inclusionary perspectives. Recently, internationalization has evolved from being defined simply as the efforts made to respond to challenges of the global economy (van der Wende, 1997) to the holistic educational process and management of an institution in order to enhance teaching and learning (Soderqvist, 2002). Clearly defined for some or a more abstract concept for others, *internationalization* has meant either all things international or a more refined set of

activities and processes with the aim of systematic internationalization of institutions. In order to further clarify what internationalization really is, some suggest merging a definition with a conceptualization to achieve true understanding of what is and what isn't internationalization in order to afford the term its true importance (de Wit, 2002).

Merging the definition and conceptualization ideas, Knight (2003b) proposed the following description of internationalization as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p. 2). She further clarified:

> Purpose refers to the overall role and objectives that postsecondary education has for a country/region or, more specifically, the mission or mandate of an individual institution. Function refers to the primary elements or tasks that characterize a national postsecondary system and also an individual institution. [Delivery] refers to the offering of education courses and programs either domestically or in other countries. (Knight, 2004, p. 12)

Knight's definition highlights the importance and influence of the larger context within which internationalization of higher education falls: as part of a national focus and subject to the impacts of globalization. As was discussed, international education received focused attention following World War II and throughout the Cold War. The emphases at those times, for the United States and the Soviet Union in particular, were on promotion of "international educational exchange and cooperation: to gain a better understanding of the rest of the world and to maintain and even expand their spheres of influence" (de Wit, 2002, p. 11). As the funding, capabilities, and scope of U.S. higher education institutions expanded, the national agenda included using these institutions as strategic incubators for human and scientific resources in terms of security, defense, research and development, and general economic and political competition with the rest of the world (Knight & de Wit, 1995; Thelin, 2004). In particular, the reference to

economic and political competition leads to a discussion of the differences between internationalization and globalization as they pertain to higher education.

Internationalization and globalization are not interchangeable terms, though they are related. Globalization is the integration of and competition between world economies, marketplaces, knowledge, and systems. Internationalization can be included as a response to globalization. As political, social, and economic forces come to bear, internationalization of education provides students with the skills to function in a globalized world. The Organisation for Economic Co-operation and Development further defined globalization, and delineated it from internationalization, thus:

> Internationalisation has a long history in higher education as a relatively safe method of broadening one's horizons through intellectual sampling and reflective comparison. . . . Internationalisation can involve as few as two units, whereas globalisation takes in many nations and is a dynamic process drawing the local, national and global dimensions more closely together. . . . Globalisation goes directly to the communication hubs and to the economic, cultural, and political core of nations; remaking the heartlands where national and local identities are formed and reproduced; while also refashioning the larger higher education environment across and between nations. (Marginson & van der Wende, 2007, p. 11)

Internationalization has traditionally been seen as a way to interconnect people, cultures, or institutions and to expand and share subject matter resources and achieve broader perspectives (Teichler, 2004). Globalization pertains more to the market and political forces that integrate nations, regions, and economies. Globalization makes it more necessary and easier to conduct business or educational activities overseas than at previous points in time by smoothing the way for product, student, and worker mobility and transferability. Internationalization of higher education provides skills that students and workers need to be successful in these globalized environments. Institutions are wrestling with several issues involving globalization and internationalization, including

defining the terms for themselves and setting priorities and responses accordingly. Green and Baer (2001) lamented that much of the debate has focused on global education in regard to expanding market share from a globalization standpoint, while less conversation has taken place around learning.

The definitions and tension between internationalization and globalization can be summarized thus: internationalization refers to what a student should learn and know about functioning in an integrated, global economy, as well as the things an institution can do to foster that learning in its students, while globalization activities are entrepreneurial and market-driven. The two terms are not mutually exclusive and at times may seem to work either in harmony or at odds with each other. Globalization may compel an institution to provide a more competitive education than another institution so as to survive, and internationalization perhaps provides the way to achieve that competitiveness and encourages a reflection on how behaviors at all levels, institutional and individual, impact the world around us—that is, our interconnectedness.

This study focused on the delivery of an internationalization activity (faculty-led short-term study abroad) perhaps made even more pertinent by the forces of globalization and the necessity of providing students with relevant and effective higher learning experiences that will further their success in the global marketplace. Using Knight's merged concept and definition pertaining to the methods of infusing international or intercultural dimensions into higher education activities, the study examined the meaning of a particular internationalization activity as described by the faculty members delivering it, focusing on their expressed personal and professional motivations and outcomes.

Summary of Methodology

This research endeavored to uncover and describe motivations to pursue an international professional experience and how persons and professions are impacted based on that experience, as seen through the eyes of the subjects themselves. The research was approached from a constructionist paradigm, which contends that participants construct meaning from their experiences based on interactions with others through situations and circumstances, as well as historical and cultural features present in their lives. Faculty members constructed their own experiences based on their motivations, disciplinary affiliations, personal backgrounds, resources available, and other such factors.

By conducting a case study of a particular set of short-term study abroad courses conducted by community college faculty members, a rich description of motivations, expectations, and outcomes was constructed. The case study included progressive, semistructured interviews with faculty at various points in the experience; direct observations, interviews, and informal conversations in the field while abroad; and document review to include course syllabi, course proposals, recruitment and promotional materials, mission statements, and websites. Additional data were collected through informal written correspondence such as emails between the researcher and participants at home and abroad. This approach allowed for collection of naïve data through semistructured, open-ended questions and dialogue regarding motivations to pursue the international experience and reflections and results following the conclusion of the experience.

Limitations of the Study

The results and analysis of this study were determined by the particular community college and faculty member participants facilitating this short-term study abroad experience. To facilitate the completion of three faculty interviews, document review, and participant observations abroad, the researcher identified faculty-led study abroad courses from one community college in close proximity to the researcher's home area to comprise the case study. As the case study college and participants were selected purposely to explore that particular experience, in-depth generalizations to other populations cannot and will not be made. In addition, the case study was bounded by the timeframe immediately preceding the study abroad course and approximately 6 weeks following its conclusion. Therefore, the impacts of the experience as expressed by faculty contained several planned impacts, those that had not yet necessarily been incorporated into their regular practice. This dissertation can be viewed as the first part of a longer potential research undertaking that follows faculty over an extended time period of years to gauge longitudinal impacts. However, this case study research alone can contribute to the knowledge base of faculty internationalization and professional development activities, especially at the community college level.

Though no actual names were used in the data collection, results, analysis, or discussion, it is possible that some participants may be recognizable to a reader familiar with the chosen community college and individual departments and courses within that college. The participants were aware of this, and it may have influenced the detail and structure of their interview responses. The participants were also aware that they were being observed in the field, and this may have impacted their behavior in the observed

situations. During observations, participants may feel they are being judged and modify behavior accordingly, or say or demonstrate what they think the researcher wants to see and hear (Merriam, 1988). The researcher considered these possible effects when collecting and describing data.

As the researcher was the primary instrument of data collection, systematic data collection and analysis procedures were used to ensure reliability and protect the internal validity of the data. Review of interview responses and review of documents was conducted in conjunction with the participants during several of the interviews. However, the participant observations were not reviewed with the participants, as the researcher did not want to influence future observed situations or interview responses.

Conclusion

Faculty members have a direct impact on occurrences in their classrooms, their departments, and their institutions. This dissertation study analyzed a particular international experience and its resulting impacts, including internationalization impacts, from the faculty viewpoint. This study will help faculty and administrators better understand the motivations and outcomes derived from pursuit of faculty-led short-term study abroad efforts at the community college level. A better understanding of faculty members' experiences may help a community college determine which types of experiences bring about desired outcomes and why, leading to a more worthwhile investment of a community college's energy and resources.

The remainder of this dissertation is organized as follows. Chapter 2 contains a review of relevant literature from practice and research, with an emphasis on faculty internationalization activities and the relevance of motivation to professional

development outcomes. Chapter 3 further details the methods used in conducting the case study research. Chapters 4 and 5 present, summarize, and discuss the data and their implications for this study, future studies, and practice in the field.

CHAPTER 2:

LITERATURE REVIEW

Introduction to Topics, Purposes, and Methods of the Literature Review

For the past several decades, U.S. higher education has been involved in a process of internationalization: an internationalization of curriculum; an internationalization of student experience; an internationalization of faculty work; an internationalization of mission purpose. The reasons for this push towards internationalization are many. Although higher education looks mostly favorably on the trend, many U.S. higher education institutions have found it difficult not only to formulate a plan for internationalization in response to global, market, and community demands, but also to implement internationalization in an efficient and effective manner. Naturally, implementation requires cooperation from various constituencies and stakeholders within each individual institution of higher education, as well as support from entities external to the organization.

This chapter reviews literature pertaining to internationalization efforts of U.S. higher education institutions over the past few decades. The literature was collected through a systematic search process involving printed materials and electronic databases and journals accessed through the Washington, DC, metropolitan area consortium of universities, as well as open-access online search engines and publications. Through a process of keyword searches containing terms such as *internationalization, internationalization and faculty, university internationalization,* and *internationalization and curriculum,* an initial body of literature related to the topic was amassed over a period of a calendar year. At that point, a second level of literature searching was

implemented whereby particular general and subject-specific journals were identified for deeper examination of titles and abstracts for relevant content. This process lasted for approximately 6 months. A combination of both search techniques was then followed for 8 months in order to ensure inclusion and discussion of current relevant literature and scholarship regarding internationalization processes within higher education. The searches expanded to include concepts such as *transformative learning, motivation and learning, faculty development, study abroad and community colleges, community college internationalization,* and *internationalization of faculty*. Journal articles, conference papers and posters, popular press commentary, books, and working papers were all reviewed for relevant content.

This chapter reviews practical and academic literature, including research and commentaries, regarding which activities and supports may be particularly useful in the internationalization process of higher education, at both 4-year universities and 2-year institutions. A special emphasis is placed on literature that discusses the faculty's essential role in the internationalization process, barriers and restraints stemming from personal and professional circumstances, and activities and incentives that may aid and encourage participation. Related concepts regarding how faculty develop and modify their professional practice as a result of international experiences are also discussed using research studies and professional literature. Finally, a link is made between the existing literature and the importance of examining how one particular activity can serve a faculty member's personal and professional development goals and introduce or enhance an internationalization component into his of her professional practice.

Description and Critique of Scholarly Literature:

Internationalizing an Institution of Higher Education

Using Knight's (2004) definition mentioned in the previous chapter, internationalization is a term that considers international, intercultural, and global dimensions in the purposes, functions, and delivery methods of a national higher education system and individual institutions. The integration of these dimensions into the purposes, functions, and delivery methods varies from institution to institution, depending on whether internationalization plans are devised and implemented or not, and the varying levels of success of implementation. This section discusses how universities go about internationalizing their purposes, functions, and delivery of education at the institutional level and the individuals and practices that are vital to this process.

There are many different processes, procedures, and levels of internationalization depending on an institution's resources, mission, level of commitment, and population. Campus-wide advisory boards and other such centralized administrative committees have been used by many institutions to devise internationalization plans and coordinate internationalization efforts (Childress, 2010; de Wit, 2002; Green, 2002; Saliba, 1995). A partial list of these internationalization efforts includes study abroad for students, recruitment of international students and faculty, faculty development grants for faculty to attend workshops on internationalizing the curriculum, faculty study abroad, international research collaborations, international partnerships, international faculty exchange, foreign language study requirements, and international curriculum development at the individual course or department level.

Drawing on the work of others, Foskett (2010) categorized institutional-level internationalization efforts as focusing most commonly on the following six areas:

- Integration of intercultural or international dimensions into the purposes and functions of the institution, taken directly from Jane Knight's (2004) work around internationalization.
- Raising the quality of delivery and assessment of education, taken from Van Damme's work (2001; as cited in Foskett, 2010).
- Providing international education opportunities such as study abroad and other activities that promote the "international skills of students, enhancing foreign language programs, and providing cross-cultural understanding" (Foskett, 2010, p. 26), taken from Altbach and Knight's work (2006; as cited in Foskett, 2010).
- Entrepreneurial management and growth practices within higher education, taken from Goddard's work (2006; as cited in Foskett, 2010).
- Recruitment of foreign students and faculty and enhancing mobility of faculty and students, taken from Fielden's work (2008; as cited in Foskett, 2010).
- Development of partnerships within higher education to maintain competitiveness and mitigate risk, based on Teichler's work (2004; as cited in Foskett, 2010).

Faculty in particular are intimately involved with the first three points; that is, the functions and delivery of higher education, learning and assessment, and facilitating study abroad. In any formal or informal internationalization plan, key stakeholders play various roles in driving the prevalence (or lack thereof) of internationalization activities. Stakeholders include university executive-level administrative staff (e.g., presidents, provosts, and deans), other administrative staff (e.g., admissions, student services,

residence life), faculty, students, and the greater community. Each of these stakeholder groups has a role to play in terms of initiative, decision-making, influence, and integration of the international dimension into an institution's purpose, functions, and delivery. This review and research focused on the role of faculty in particular as essential to the incorporation and success of internationalization activities at any level.

Faculty Members as Vital to the Internationalization Process

Knight's (2004) definition of internationalization indicates the integration of international or intercultural dimensions into the purposes of the university—purposes that include teaching, research, and service (Knight, 2003b). Faculty members are critical to teaching, research, and service, and by extension to this integration and internationalization process (Childress, 2009a, 2010; Green & Olson, 2003; Harari, 1992; O'Hara, 2009). After all, it is the faculty who make many of the decisions regarding departmental and individual course curriculum priorities for themselves and their students. In addition, faculty members have a direct link to and impact on students through class instruction, advising, mentoring, and research collaborations. It is these students who will graduate and enter the workforce prepared or not with the global citizenry skills and cultural competencies required to maintain individual and national competitiveness in the global marketplace (Gacel-Avila, 2005). It is the faculty who bear much of the responsibility to prepare them.

According to the U.S. Department of Education (2010), in 2008-2009 there were approximately 19 million enrolled students and approximately 1.5 million full- and part-time faculty members in U.S. degree-granting higher education institutions. This faculty-to-student ratio underscores the potential impact that faculty can have on students in

terms of quantity of interactions in classrooms, in research labs, and at extracurricular events. Making those interactions meaningful is one of the goals of an internationalized faculty, curriculum, and classroom experience.

Faculty's traditional domain over their teaching, research, and service provides them with many areas ripe for internationalization. A report by the Council for International Exchange of Scholars indicated that faculty members have a definite impact on students' awareness of international and multicultural issues (O'Hara, 2009). The report further specified three areas in which faculty have crucial impacts with regard to internationalization efforts: teaching and mentoring; incorporating international perspectives in their classrooms and research; and sharing knowledge with the greater campus community. An example of internationalized pedagogical practice calls for instructors to deliver a student-centered method of instruction, one that facilitates students' participatory construction of knowledge, critical thinking, and self-reflection. This "not only provides students with the knowledge base about diverse cultures, but also helps students develop appropriate interpersonal skills and attitudes when working with persons with diverse world views and perspectives" (Schoorman, 2000, p. 3).

A 2003 report from the International Association of Universities also emphasized the critical role that faculty play in a university's internationalization activities. The report was the result of a member survey with responses from 175 higher education institutions in 66 countries. Three out of the 10 key findings involved specific references to faculty in regard to mobility, teacher development, and this group being a prominent force behind an institution's efforts in this vein (Knight, 2003a).

The American Council on Education (ACE) is another organization engaged in the study of internationalization of higher education. Their ongoing 'Internationalization Lab' provides a forum for institutions and individuals to share commentary, research, and best practices in comprehensive internationalization. A number of reports have come out of ACE's examination of internationalization on U.S. campuses that point to the importance of involving faculty in internationalization. A 1995 report stated that despite the best internationalization intentions, goals, and promises of commissions, presidents, and other administrators, "unless faculty members deliver in class, the statements and promises count for little" (Commission on International Education, 1995, p. 11). ACE's review of internationalization best practices reflects this sentiment. Engberg and Green (2002) wrote: "Presidents can sign an infinite number of international agreements, but academic change is the domain of the faculty" (p. 12).

ACE's 2005 report, *Measuring Internationalization at U.S. Community Colleges,* commented:

> Faculty members have the most direct contact with students and create the curriculum. In addition, because so few students participate in education abroad or participate in international extracurricular activities, the classroom remains the primary means to expose students to international issues, events, and cultures. (Green & Siaya, 2005, p. 13)

Mapping Internationalization on U.S. Campuses echoed the previous focus on supporting faculty internationalization through their own curriculum and partnership development (Green et al., 2008). Because of the singular role faculty play in these endeavors, internationalization activities within those contexts (specifically teaching and research) must be spearheaded by faculty, with institutional support. Knight and de Wit (1995) commented that it is not only the presence of faculty support, but also effective

organizational strategies involving a "critical mass" (p. 21) of faculty and staff in internationalization efforts, that is necessary for success.

One way of achieving widespread faculty involvement is to assess internationalization efforts first at the organizational and then at the individual levels by involving faculty and other stakeholders in internationalization activities (Childress, 2009b, 2010; Engberg & Green, 2002; Green et al., 2008). As this dissertation focused on the individual level of faculty participation in an international activity, it is helpful to review the categories that individual stakeholders may fall into with regards to their attitudes and competencies surrounding internationalization.

Knight (1994), Bond and Scott (1999), Green and Olson (2003), and Childress (2009a, 2010) all discussed the various labels that can be given to campus faculty and staff members based on their support or lack of support for internationalization. *Champions* of internationalization are those faculty and staff members with strong awareness of international issues and perspectives in their own disciplines who will use this knowledge to support comprehensive internationalization processes within their institutions. *Advocates* of internationalization recognize the importance of internationalization in particular aspects of an institution's work and their own and can be counted on to help implement certain parts of internationalization strategies. Champions and advocates can share their successful experiences with colleagues, thereby increasing awareness and enthusiasm for internationalization of coursework and practice (Harari, 1992).

Those faculty and staff who may not be currently engaged in international activities, but who could be prompted to do so through their professional work, can be

labeled *latent supporters*. They need exposure and inspiration through a series of experiences and incentives in order to activate their advocacy for internationalization (Childress, 2010; Green & Olson, 2003). *Skeptics* of internationalization are faculty and staff members who are unsure of the relevance of internationalized approaches to their discipline and daily work. Lastly, there are *opponents* of internationalization who actively work against internationalization, perhaps due to disciplinary superiority, an allegiance to the home country's dominance, an absence of positive international experiences, or a fear of becoming irrelevant.

Internationalizing the Faculty

As outlined above, faculty members are critically important to the internationalization process due to their positions of influence over academic content and delivery and over students. Indeed, they are of primary importance in any modification of a university's teaching and learning functions, of which internationalization is but one.

The characteristics of an internationalized faculty, particularly those who would be 'champions' of internationalization activities and involved at both organizational and individual levels, were summarized in a presentation given at a 2007 meeting of the National Association of State Universities and Land-Grant Colleges Commission on International Programs (Allen, 2007). An internationalized faculty practice includes having an interest in and understanding of other cultures, countries, and matters beyond the boundaries of the home country; conducting research and other collaborations with international colleagues; presenting at international conferences; helping students be aware of international perspectives and understand the significance of using them to articulate issues within the context of coursework; developing, participating in, and

encouraging student study abroad experiences; advising and mentoring international students; and living and working in a foreign country within the context of their careers (Allen, 2007).

Yet, recent reports and studies have indicated that though institutions have focused on institution-wide strategies for internationalization, at the individual stakeholder level, faculty remain largely unprepared for the important and unique role in internationalization they play (Sanderson, 2007; Schuerholz-Lehr, 2007). As such, it is useful to examine how faculty prepares, on an individual level, for the challenges of international education and ways in which faculty may develop the skills needed to achieve institutional and curricular internationalization goals.

Many activities can be undertaken to foster international dimensions of institutional and faculty work. Professional development opportunities for faculty come in a variety of forms, including workshops, conferences, continuing education, collaborative research, and sabbaticals. Within this range of common faculty activities, there are several established opportunities to provide faculty members with requirements and experiences that can assist in the internationalization of their work. Some of these opportunities can be found at the institutional level (e.g., internationalization workshops and teacher trainings) or at the national level (e.g., Fulbright programs, IREX projects, exchange programs, and similar educational and research opportunities). At the individual level, faculty may choose to participate or be required to participate in international conferences, team-teach a course with an international faculty partner, or use a sabbatical or other professional time to teach abroad. Each of these activities has effects on the faculty member. Various research and evaluation projects have sought to

determine generally what those effects may be, how they come about, and perceived enhancements to faculty personal and professional lives, after the fact.

In a study of the progression of the academic profession over the last 30 years, Finkelstein, Walker, and Chen (2009) examined faculty members' experiences of various pressures and how those pressures influenced their work performance and career paths. Using the results from the original Carnegie Foundation International Faculty Survey from 1992, and comparing them to a follow-up survey (conducted in 19 countries) called *The Changing Academic Profession,* the researchers focused on the pressures or themes of "relevance, internationalization and managerialism" (Finkelstein et al., 2009, p. 115). Though much of their data was not longitudinally comparable to the earlier study due to the differing aims and questions of the instruments utilized, one set of results regarding internationalization of research stands out.

The number of years spent abroad postbaccalaureate was a consistently significant predictor of faculty members identifying their primary research interest as international in scope, collaborating with an international researcher, or publishing research with an international coauthor. Faculty members practicing in the science and technology fields tended to publish and collaborate more with foreign colleagues, while faculty members practicing in humanities and social sciences "were more likely to integrate international perspectives into their course content and teaching" (Finkelstein et al., 2009, p. 140). Though the type and degree of internationalization processes seemed to vary by discipline, these results indicate that experience abroad does indeed contribute to the internationalization process of faculty teaching and research at the college level.

A specific example of a prominent opportunity that offers faculty international experience within the context of their work is the awarding of a Fulbright scholarship. The Fulbright Educational Exchange Program, in operation since 1946, surveyed 1,004 Fulbright scholar alumni who participated between 1976 and 1999 in order to, among other things, "assess and document the contribution of the 'Fulbright Scholar experience' to the professional and personal lives, activities, and achievements of program alumni" (Ailes & Russell, 2002, "Introduction," para. 5). The survey was administered via email notification to a stratified random sample. The response rate was 80%, indicating widespread enthusiasm on the part of Fulbright participants as a whole. The results also indicated that the majority of respondents (73%) felt they had used their Fulbright experience in their courses and teaching, while 64% of respondents reported that they had added international characteristics to their teaching and research agendas. A little more than half of the respondents indicated that their experience had prompted them to connect with colleagues from other countries as well as participate in research related to their host country or region.

Other research literature hints at various components of the learning process that occur when people participate in an international experience. In particular, international experience often serves as a transformative learning opportunity for faculty (Hamza, 2010; Heely, 2005). Transformative learning (Mezirow, 1991) involves how people interpret an experience and then how they explain the impact of that experience on their subsequent activities (including actions, hopes, happiness, and performance). The transformation in awareness that occurs from an international experience can be followed

by changes in a faculty member's teaching, research, or service, either relatively quickly or after years of reflection and assimilation.

Heely's (2005) doctoral dissertation research explored the impact of previously attained international experiences on current adult education faculty's work. Based on review of relevant literature, and relying heavily on Mezirow's transformative learning theory, Heely's study assumed that previous international experience was significant enough to cause a personal transformation within each participant. An underlying premise of the study was that revisiting or reflecting on previous international experience would bring these transformations to further consciousness for the participants, and connections between meaning and professional practice would be elucidated.

Using a life history approach, 10 adult education department faculty members, ranging in age from early 50s to early 70s, from several universities in the United States were engaged through two in-depth interviews regarding their previous international experiences. Previous international work was completed in a variety of settings and circumstances including teaching abroad, Peace Corps participation, study abroad as a student, volunteering abroad, and traveling abroad as a tourist. The effects of these international experiences were examined in a cumulative manner, and the participants drew connections between their previous experiences and effects on professional practice since that time.

Effects on practice included an increased desire to collaborate with international colleagues; an undertaking of language study; adjustments to practice that could be termed intercultural or international; an awareness of how to more effectively interact with international students in the classroom; and an interest in conducting international

research. The study participants made connections between their cumulative international experiences over the course of their lives up until that time.

Heely's study is useful in elaborating on how the transformative and reflective processes work in the context of using international experience in professional life. It provides evidence that international and intercultural experiences do affect subsequent professional practice. However, one of the stated limitations is that the research relied on participant recall and was subject to the effects of erosion or enhancement as memory usually is. Moreover, the study did not focus on the effects of individual, specific experiences and the professional development that resulted from them. Rather, it focused on experiences occurring over a lifetime. Additionally, participant international experience was not necessarily earned within the context of faculty professional work. That is, many of the participants were not yet faculty members when they had some of their experiences abroad, so the experiences were not undertaken with particular faculty-related motivations or expectations in mind. The current dissertation study was informed by Heely's work and built on it by focusing on professional motivations and reasons that a practicing faculty member undertakes a specific international experience—an international experience that has benefits not only for the faculty member him/herself, but also for the students taking the study abroad course.

Even if faculty may have at some point gained the international experience that provokes a transformation, that does not necessarily mean that they are equipped with the cognitive competence needed to transform their teaching, research, and service (Ellingboe, 1998; Helms, 2003). Through her review of relevant literature, Schuerholz-Lehr (2007) determined that

> travel abroad and living in another country were major factors in shaping individuals' intercultural perspectives; however, such knowledge and high levels of personal capacity and experiences rarely seem to translate automatically into more globally inclusive teaching practices. (p. 199)

This would indicate that the transformation that can occur by partaking of an international experience may not be the only factor compelling faculty to change or internationalize their teaching, research, or service. When the international experience is combined with intellectual processes and supports, faculty are able to assimilate their experiences and changed awareness into planned curriculum reform. According to subsequent faculty survey responses, techniques such as curriculum exploration, examination of disciplines, an understanding of personal and professional ways to achieve internationalization, and a view of internationalization in terms of critical pedagogy all enhanced faculty members' abilities to internationalize parts of their practice (Schuerholz-Lehr, Caws, Van Gyn, & Preece, 2007).

A study conducted by Sandgren, Elig, Hovde, Krejci, and Rice (1999) that included an international experience combined with several techniques listed above explained the impact of a specific international experience and its effect on teaching. As a result of following faculty members through global seminar and faculty study abroad programs designed purposely for them in several developing countries, the research posited a causal theory of pedagogic change. The experience of participating in study abroad for faculty led to a transformation in self-awareness or social awareness (or both), and this led in turn to a change in participants' teaching. It should be noted that this theory fits with the previously mentioned transformative learning theory.

This faculty study abroad experience included several components that required faculty to prepare for and reflect upon the experience and its potential relation to their

current and future curriculum and teaching strategies. It is unclear whether or not this transformation of awareness would have been noticed or remarked upon had the systematic reflection related to their professional work (prompted by the researchers and evaluative requirements) not been a part of the experience itself. As the 2007 study by Schuerholz-Lehr et al. suggested, guided intellectual support and professional development reflection may be necessary for faculty to take their experiences and use them to transform their practice.

Yet, a more recent study indicated that faculty teaching transformation can happen simply by practicing professionally in a foreign environment. In her qualitative study of international experience and professional development, Hamza (2010) studied the experiences of nine American female faculty and administrators working at six universities in the Persian Gulf. Her findings suggested that personal transformative changes occur in the context of faculty work in a foreign institution. These changes include faculty personal and professional attitudes toward how they administer academic programs to a diverse student population and how they teach to a diverse set of students in the classroom.

Recognition of cultural needs and nuances and awareness of ways to communicate in particular intercultural settings, such as a classroom containing international students, were two specific outcomes reported by the female faculty surveyed. In addition, some faculty members reported that by living within the cultural context in which education must take place, they were better able to understand how to modify their own teaching practices to enhance student learning. Lastly, by working overseas, participants reported a broadening of global perspective in their personal and

professional views. Hamza's findings suggest that the transformative learning that occurred within faculty due to this international professional experience led to an enhancement of their professional practice.

Hamza's study was very small in scope and did not report how many of the nine participants experienced these professional development changes. Some of the results and responses hinted at faculty uses for this new awareness and understanding in augmenting their current practice back home, but again, there was little indication of how prevalent those intentions were across the nine participants. There was no exploration of how and why these faculty and administrators came to be working in the Gulf countries, nor the professional development motivations, desired outcomes, or home institution influences for undertaking this particular international experience. The Gulf study broached the subject of how faculty may use their international experience in an organic way to potentially internationalize their professional practice back home, but did not delve into faculty motivations and supports to do so.

The aforementioned studies used a variety of methodologies to examine how faculty practice may be internationalized through international activities. Many of the internationalization effects as outlined in the studies above can also be characterized as professional development effects. Enhancement of teaching strategies, pedagogic change, creation of new courses, expanded research collaborations, new subject matter perspectives, expanded subject matter knowledge, greater awareness of student learning styles, interdisciplinary connections (Caffarella & Zinn, 1999; Sorcinelli, Austin, Eddy, & Beach, 2006), and a broader worldview are all enhancements of professional practice and examples of internationalization impacts. Whether these things would happen

naturally or are somehow linked to the international experiences and motivations of individual faculty members remains an area for study and discussion.

Motivations and Incentives for Faculty to Internationalize

Several motivational variables contribute to the learning of new knowledge and acquiring of new skills, both at individual and environmental levels (Caffarella, 2002; Caffarella & Zinn, 1999; Drillings & O'Neil, 1994; Merriam, Caffarella, & Baumgartner, 2007). Within the context of faculty internationalization, several incentives and practices can be undertaken at an institutional level to encourage and support faculty members to internationalize their practice. Demonstrating a commitment to internationalization through mission statements, campus-wide and individual unit internationalization plans, and committees composed of faculty and staff at all levels to implement international initiatives are all effective strategies for sending the message that an institution values internationalization (Childress, 2009a, 2010; Engberg & Green, 2002; Green et al., 2008; Harari, 1989; Knight, 1994, 2007; Steiner, 2010). Other institutional-level faculty supports include offering professional development workshops (Allen, 2007; Schuerholz-Lehr et al., 2007); integrating internationalization goals into faculty awards, tenure, and promotional structures (Allen, 2007; Backman, 1981; Commission on International Education, 1995; Knight, 2004; National Association of State Universities and Land-Grant Colleges Commission on International Affairs, 1993; Welch, 1997); and providing access to funding and leave time for faculty to undertake internationalization activities (Allen, 2007; Ellingboe, 1998; Knight, 2004; National Association of State Universities and Land-Grant Colleges Commission on International Affairs, 1993). Funding for faculty development remains one of the strongest incentive-type motivations, but

administrators often view professional development as the duty of individual departments or faculty members and devote little funding to more individual-level efforts (Ellingboe, 1998; Childress, 2009b). An institution's prioritization of internationalization doesn't necessarily translate into support and professional action at the individual level of the faculty.

According to a Carnegie Foundation report authored by Boyer, Altbach, and Whitelaw (1994), just 45% of the U.S. faculty surveyed supported the idea of a more internationalized curriculum. Finkelstein et al.'s later study, which was based on the Carnegie Foundation's faculty survey, found that just 53% of the faculty respondents had added international perspectives into their courses by 2007. The reasons for this are unclear; it could be that faculty members feel the curriculum is sufficiently internationalized, despite the discouraging state of internationalization on U.S. college campuses as described in recent reports such as *Mapping Internationalization on U.S. Campuses* (Green et al., 2008). Perhaps faculty members feel that students can receive an international perspective in other ways outside the curriculum. Regardless of the reasons for lack of faculty support, it's important to find out why some faculty pursue international activity and what they do with the international experiences they obtain.

As outlined above, there has been some research and examination of the presence of factors, incentives, and processes (or lack thereof) that promote or discourage faculty involvement in internationalization at institutional levels, but little or no study of what promotes or discourages participation in internationalization activities at the individual faculty level. Some of the factors may cut across all levels, but Green (2007) pointed out that "individual motivation to be involved in internationalization depends considerably

on one's attitude toward international and intercultural learning. Some faculty may be personally interested; others perceive such learning to be extraneous to their personal and academic goals" (p. 21). However, faculty's personal motivations to change or internationalize their practice through specific internationalization activities have not been closely examined. Motivations, intentions, goals, and capacities are all individual-level characteristics that contribute to learning, growth, and change in a person. These characteristics play important roles in the application or transfer of learning to professional practice.

Transfer of learning is the process by which skill or knowledge is put into practice (Caffarella, 2002; Machin & Fogarty, 1997). In the work world, transfer of training or skills is influenced by the intention to apply those skills, which is related to "job requirements, task experiences, self-evaluations, and goals and values" (Yelon, Sheppard, Sleight, & Ford, 2004, p. 82). The intention to use what is learned is a crucial part of the transfer process, and a person's thoughts, beliefs, and perceptions all play into this transfer process (Yelon, Reznich, & Sleight, 1997). In particular, Sanderson (2007) summarized Guenesch's previous work on development of a cosmopolitan attitude (a concept related to internationalization of the self) by stating: "Self-change can be driven by external forces, but the measure of success will be determined by the extent to which individuals commit to personal and professional development" (p. 297). Intention and commitment to developing professionally are both keys to maximizing the effects of any professional endeavor, including international professional experience.

As Naquin and Holton (2002) noted, there are two parts to improving professional work through learning: the initial motivation to learn and the motivation to transfer what

is learned into practice. Studies within this realm have generally focused on one of the instances of motivation, either learning motivation *or* transfer motivation. Within the context of leading a short-term study abroad program, this research examined both faculty goals and motivations, including disciplinary learning, and faculty plans to apply any learning acquired to professional practice once the experience had taken place.

This dissertation study expanded upon existing study abroad research by focusing on faculty perspectives rather than student perspectives. As mentioned in the previous chapter, there is much research on the effects of studying abroad on students, minimal research on faculty study abroad programs, and even scarcer research on motivations for faculty to lead student study abroad. From the research on students, there is some evidence that goals do influence outcomes of study abroad experiences.

Kitsantas (2004) examined students' goals for studying abroad and whether or not those goals enhanced outcomes of the experience. Using student self-reports, three goals were identified as reasons for undertaking study abroad: improvement of cross-cultural skills, improvement of subject matter knowledge, and opportunities for socializing. Pre-study abroad experience and post-study abroad experience measurements of cross-cultural adaptability were taken using a standardized, commercially available inventory. In addition, a scale to measure study abroad goals was administered before the experience. The findings indicated that student goals going into the experience influenced the magnitude of study abroad outcomes. Those who specifically undertook the experience to gain cultural competence showed greater improvements on the scale of cultural competence after the experience than those who didn't have that specific goal.

Kitsantas' study begins to shed light on the link between goals and outcomes with regard to impacts of student study abroad.

Other research involving a case study of students' motivations and goals for pursuing study abroad demonstrated the effect that learning goals in particular can have on study abroad experiences. Articulation of goals prior to a study abroad experience, and the evolution of those goals based on the progression of the experience itself, impacted language learning outcomes in a small case study conducted by Allen (2009). A student who made language learning a goal from the outset, and pushed herself by setting still further language proficiency goals during her time abroad, achieved the outcome she articulated prior to study abroad. Another student who initially placed language learning and cultural experience as important motivating factors but who did not maintain the language goal as important as her study abroad experience progressed reported achieving outcomes and benefits that were much more culturally oriented. This case study research was small in scope, but suggested that individual goals can affect the study abroad experience for students. Both the Kitsantas and Allen studies on the importance of goals in relation to outcomes for students, as well as established workplace learning theories, suggest that motivations to undertake leading a study abroad experience may indeed influence learning transfer and internationalization outcomes for faculty. Likewise, barriers or obstacles that faculty may encounter in this process also influence participation in internationalization and the degree to which certain outcomes are achieved or not.

Barriers to Faculty Participation in Internationalization Activities

As discussed above, institutional incentives and individual motivations factor into whether or not a faculty member participates in internationalization activities, the degree to which he or she may participate, and the potential outcomes of participation in professional experiences. Along with incentives and motivations, there are a number of individual and institutional barriers faculty must overcome or circumvent to benefit from internationalization activities. These barriers range from disciplinary divisions or prejudices, to familial constraints, to failures of communication, to a disconnect between faculty wishes and institutional needs.

Faculty members' communication around issues of internationalization within their departments and with other members of the institution can impede internationalization efforts. When internationalization is not explicitly promoted within the faculty evaluation process, it can get mixed reviews when it is mentioned (Stohl, 2007). For instance, when a faculty member may not be performing to expectations, any international activities may be seen as a detriment to their performance and described as such in an evaluation. If there is no standard of internationalization within the evaluation process, international activities may be mentioned only when an example of performing above and beyond is needed. Lack of consistent, clear language in evaluative processes expressing a baseline commitment to internationalization can hinder faculty willingness to engage in activities in this realm. The commitment to and language used to describe internationalization will vary from discipline to discipline.

Stohl (2007) further explained the role that language and culture (particularly when it's disciplinary in nature) plays in internationalization:

> We must understand that physics faculty members behave differently than chemists, biologists, and mathematicians, and almost all the scientists are different from the engineers. . . . Some faculty members believe that collaboration and international education means accepting international students and scholars into their labs. Others have far more expansive definitions and interests. (pp. 368-369)

There is some evidence to suggest that the more expansive the view of the discipline, the more a faculty member may benefit from international experiences. In her review of published literature on the relationship between interdisciplinary and international work of faculty, Vincenti (2001) stated that although the review "did not identify a definitive empirical relationship, it does show substantive overlap between the benefits of international/intercultural experiences and qualities needed for intercultural effectiveness and those needed for interdisciplinary work" (p. 42). In particular, if faculty members are not interdisciplinary by nature or department, then they may not view international experiences as being worthwhile or beneficial or may not glean as many benefits from those experiences as would a more interdisciplinary academic. An International Association of Universities survey asked respondents to rank disciplines within their institutions according to perceived level of internationalization. The resulting report (Knight, 2003a) listed the seven most mentioned disciplines in order of frequency: business administration, social sciences, health sciences, arts and humanities, natural sciences, engineering, and information technology.

Groennings (1990) contended that it is not interdisciplinarity that fosters internationalization but rather disciplinarity. When internationalization occurs first and foremost within the rigor and structure of a given discipline, internationalization can become an established practice within that discipline. After the disciplines, with their depth and breadth of expertise, incorporate and commit to internationalization, then

interdisciplinarity and multidisciplinarity can flourish. This indicates that internationalization first made relevant to and then applied within a faculty member's discipline is important for the benefits of internationalization to be realized (Aigner, Nelson, & Stimpfl, 1992).

As mentioned in the previous chapter, the concept of internationalization has many definitions and components. This can create challenges for faculty and departments when trying to internationalize (van der Wende, 1997). Another barrier to faculty internationalization is a lack of integration and coordination between faculty and institutional needs (Green, 2002; Knight, 1994; Sorcinelli et al., 2006). Faculty may perceive that international activities are important, but if the institution doesn't provide permission and resources (personnel or otherwise) to assist in this process, internationalization efforts will be slowed (Bond, 2003).

Ellingboe's (1998) research further reinforces and reflects oft-mentioned resistance factors at institutional and faculty levels. Faculty members may be unaware of the opportunities available to them to internationalize their practice, either through on-campus workshops, faculty development trainings, or opportunities to live/work abroad. Even when faculty members are aware of opportunities to enhance or internationalize their practice, they may not have made the cognitive connections needed to take experience and apply it to modifying their practice. Moreover, faculty may not have the pedagogical skills to interculturalize or internationalize their classrooms (Bond, 2003). Financial constraints at institutional and individual levels also limit faculty's ability to avail themselves of international and internationalization opportunities. Lack of funding

for travel abroad and a faculty member's financial and familial obligations may inhibit time away from the home institution.

Barriers to internationalization in community colleges are similar to those experienced by other types of higher education institutions. The difference, though, is the degree to which certain barriers need to be overcome (Green, 2007). Despite the fact that surveys of U.S. citizens show an overwhelming support of colleges' and universities' international education and internationalization activities, with 90% of Americans responding that they believe it is "very important to ensure that future generations have the skills and knowledge needed for a more interconnected world" (NAFSA, 2006), there are some who have a political agenda that attacks such undertakings. According to accounts of the case of Peralta Community College District in California, unsupportive stakeholders within the institution tried to sway the community against the institution's internationalization efforts. They decried the spending of public dollars on international education endeavors as lavish while claiming that these endeavors were not effective or adequate in furthering stated community goals (Ng, 2007). Because of the close ties between the surrounding community and the community college, a lack of support from the community certainly impacts anything the community college tries to do.

As with the barriers mentioned in connection with 4-year schools, community colleges' internationalization efforts can be further stymied through the following factors: lack of support and planning at an institutional level; funding restraints; lack of focus on internationalizing the classroom experience; disjointed international programming efforts; and disparities in or absence of faculty knowledge and expertise around international education (Green, 2007). However, unlike restrictive promotion and tenure

policies at larger institutions, which can explicitly or implicitly influence a faculty member's decision to make time for international experience, 97% of associate's degree-granting institutions do not consider international experience at all when making promotion and tenure decisions (Green et al., 2008). Though this particular barrier is largely absent, the other resistance factors emanating from the campus climate and the larger community must be acknowledged and successfully navigated for internationalization of community colleges to be widespread (Boggs & Irwin, 2007).

The combination of institutional-level influences and individual-level obstacles can be quite discouraging to the faculty internationalization process. Disciplinary issues, financial constraints, time constraints, and teaching load requirements all serve as obstacles to faculty participation in internationalization activities. The ability for faculty members to successfully internationalize despite such obstacles may be influenced by their motivations and intentions to do so. Just as motivations and intentions impact professional development, the way faculty perceive internationalization activities can also affect the degree to which they internationalize their practice.

Faculty Perceptions of Internationalization Activities

Faculty perceptions of the meaning of internationalization, attitudes towards institution-driven activities designed to internationalize, and certain faculty experiences abroad all influence the degree and type of internationalization that finds its way into faculty work. Three studies that touch on different aspects of faculty work and the internationalization of it are discussed below.

Schoorman's (1999) case study including faculty, staff, and students at a U.S. institution of higher education provides interesting insight into perspectives and

conceptualizations of internationalization. Schoorman sought to understand how internationalization was understood as a concept and then implemented based on individual and organizational perspectives, with data collected via semistructured interviews with faculty, staff, and students at one U.S. university. For the purposes of this review, faculty data and responses from this study were examined in terms of their relevance to the overall discussion of faculty internationalization and to this dissertation study in particular.

Faculty participants in this study included members of the Department of Science and the Department of Business. Though the university of study had an internationalization plan in place, members of the Department of Science reported being largely unaware of this internationalization mission. Further, there were mixed attitudes towards internationalization, with some faculty members viewing the mission with disdain and others feeling that internationalization should be encouraged. Department of Science members predominantly viewed their subject matter as *inherently international* because science does not belong to one country or culture; there are universal truths. Therefore, they did not perceive a need for forces external to the department directing a specific set of internationalization outcomes. The science faculty felt that the nature of their work inherently reflected an internationalization and there was little need for further attention to internationalization outcomes.

In contrast, the School of Business faculty were much more involved with the university's internationalization efforts, as all knew about the larger focus on internationalization at the institutional level. As Schoorman (1999) wrote, "Differences in how internationalization was understood lay in participants' perspectives on the desired

scope of internationalization" (p. 30). Business faculty responses to the *desired scope of internationalization* were categorized into four response sets, depending on how they perceived current internationalization activities and the extent to which further activities were needed or not. The four response sets were (1) support of institutional internationalization, but the belief that no further internationalization efforts were needed; (2) support of existing internationalization efforts and additional efforts; (3) lack of support for internationalization or further implementation; and (4) a desire for an emphasis on different efforts and strategies at the institutional level. These categories reflect the aforementioned categories of faculty support types (e.g., champions, advocates, skeptics, opponents). Overall, most study participants, regardless of academic discipline, considered content as the beginning and end focus of internationalization. Those faculty members who viewed internationalization more favorably and more comprehensively reported also having a more internationalized pedagogical practice where "students and teachers became partners" (Schoorman, 1999, p. 40).

Schoorman's study began to explore faculty perceptions of the need for internationalization at the departmental level and in their own disciplinary work, in light of an institution's overall focus on internationalization. The results indicate that there were different perceptions and levels of support for internationalization based on a faculty member's discipline. These perceptions not only differed from each other, but seemed to differ from larger institutional goals as well. It is possible that there was more support for the concept of internationalization in the business faculty due to an operating definition that includes elements of critical pedagogy, social justice, and market-driven

outcomes. The science faculty responses reported in the results did not mention these factors.

It also appears that some faculty participants were specifically in charge of internationalization (some participants from the School of Business), while others were not. This could have contributed to the broader conception of internationalization emanating from the School of Business participants as compared to the science faculty. A more equivalent sample of internationalization involvement levels would have strengthened the study. Schoorman's results also echoed the previously mentioned barriers to faculty internationalization, such as ignorance of an internationalization plan at the institutional or departmental level, lack of faculty inclusion in internationalization plan decisions, and hesitation or distrust in light of the institution's overall internationalization process. Through an exploration of faculty preparation and implementation processes involved in leading an international activity, this dissertation further examined individual-level perspectives regarding participation in internationalization efforts.

This dissertation also added to the work of Navarro (2004) by examining faculty motivations and professional development desires in the context of a chosen internationalization activity and the barriers and encouragement to participation in that activity. Navarro's mixed-methods study involving two land grant institutions examined faculty viewpoints and preferences in both academic program internationalization strategies and institution-wide internationalization strategies. Her results showed that faculty preferred curricular-level strategies of academic infusion (e.g., integrating existing curriculum with internationalized content, lessons, and activities) and mobility

programs (i.e., student study abroad programs and semester-long exchange programs) as a means to internationalize their undergraduate curriculum.

The most preferred institution-wide strategies or incentives to support faculty internationalization involved funding to cover raises as well as a host of mobility options (i.e., sabbaticals, travel, leading study abroad, and student participation in study abroad). Incentives involving time allotted to devote to internationalization activities, recognition in promotion and tenure processes, and opportunities to collaborate with colleagues all were of equal preference. The intellectual strategies involving assistance in "translating international knowledge into internationalization of the curriculum" (p. 302) ranked as the least preferred set of strategies to support faculty internationalization efforts. Her results also indicated that institutional reward strategies (such as funding, time, or recognition) were not perceived to be evenly distributed among all types of academic strategies. The mobility strategies were perceived to receive the bulk of incentives and attention.

Though Navarro's research endeavored to employ a mixed-methods approach through survey and open-ended questions delivered through an online survey platform, there was little reporting in the results of the reasons why faculty preferred some strategies more than others. There was no description of the types of faculty who responded (e.g., full-time, part-time, disciplines), and there was no reported comparison of preferences based on discipline or length of time in the field. These particular demographics would enhance use of this data by allowing institutions the opportunity to tailor strategies based on disciplinary field or point in faculty career (based on reported length of service).

Navarro's study focused on faculty preferences for ways to internationalize their teaching and curriculum at the levels of the curriculum, department, and individual. This dissertation study approached faculty preferences from the standpoint of examining motivations as well as desired outcomes from faculty members representing multiple disciplines choosing to participate in one specific type of internationalization activity. A qualitative approach allowed the researcher to ask follow-up questions within the context of semistructured interviews, probe responses and field observations further for explanatory value if needed, and develop a rapport with participants conducive to sharing perceptions, thoughts, and ideas about the ongoing internationalization process.

The last relevant study reviewed here is Schwietz's (2006) dissertation work on the internationalization of faculty academic work. The purposes of her study were:

> to explore and describe faculty attitudes, beliefs, and experiences regarding internationalization; to review the extent to which faculty members incorporate an international perspective into their own teaching, research, and scholarship; to determine whether relationships exist between faculty characteristics, campus climate, and internationalization attitudes, beliefs, and behaviors; and to examine whether patterns emerge that may be used to describe or predict faculty members' *orientation to internationalization*. (p. 1)

Schwietz used a quantitative approach to examine seven research questions involving faculty demographics, international experiences, perceptions and beliefs about internationalization, incorporation of international perspectives into their work, and relationships between all of these factors at the institutional and individual levels. Internet surveys were administered to faculty members at nine public universities in Pennsylvania. Using factor and regression analyses, data were analyzed for relationships among variables, and how a combination of variables could potentially predict participant characteristics or responses.

The study had some limitations, including a low response rate (approximately 23%) and collection of data from only nine of the 14 public universities without explanation as to why not all possible participants were included. The low response rate could be indicative of a participant sample skewed towards faculty members who were interested in and informed about internationalization, since those individuals may be more likely to take the time to complete the survey. This excludes potentially valuable information held by nonparticipants. The research suggested that, based on the statistically significant relationships between a variety of examined factors, "attitudes toward internationalization can be considered a predictor of faculty involvement in internationalization" (Schwietz, 2006, p. 124), especially in the realms of research and teaching and curriculum and instruction. Faculty holding the most favorable scores on attitudes and beliefs about internationalization scored the highest on the international experiences scores.

Schwietz concluded that other methods of data collection, particularly qualitative research, would be useful in further understanding the relationships between faculty attitudes about internationalization and involvement with internationalization activities as they relate to campus climate. Though the current dissertation study did not focus on the campus climate and culture as a whole, certainly faculty participation in internationalization activities within their disciplines is a component of the overall internationalization of a campus. Understanding the way attitudes, motivations, barriers, and supports shape participation in specific internationalization activities is another important aspect in understanding faculty participation in overall campus internationalization.

Inferences for This Study

As outlined above, the integration of international and intercultural components into a university's functions, processes, and purposes has become an increasing priority for higher education. Initially deemed important for political and national security reasons following World War II and during the Cold War, internationalization is now seen as essential to creating a knowledgeable and competitive workforce for a globalized economy and interdependent world society. There is a rich body of professional literature emphasizing the necessity of faculty to internationalization efforts, as well as a growing cache of research literature that focuses on internationalization processes and efforts. Indeed, the scope of potential internationalization activities and processes is broad, ranging from recruitment of international students and scholars to study and work on U.S. campuses, to forming research collaborations with international institutions, to faculty attending international conferences, to sending students abroad for weeks, months, or years to study.

There has been little close examination of the effectiveness of specific internationalization activities that are especially useful and impactful for faculty and why. One internationalization activity that has received much attention for its potential impact on students is study abroad. As faculty are closely involved with the creation of the study abroad experience, whether as an instructor, leader, or advisor, it makes sense to focus on the internationalization activity of study abroad as a way of exploring the impacts of this specific undertaking from the faculty point of view. This dissertation study examined the process of preparing for and implementing faculty-led study abroad as a vehicle for potential internationalization of faculty. As described below, short-term, faculty-led study

abroad is an increasingly popular option for students who are pressed for time and money, but still want to gain international experience. As the demand for these types of activities grows, committed faculty members will be needed to facilitate them. Understanding what this experience can potentially do for faculty may make it more accessible and attractive as a tool for both internationalization and faculty development.

Study Abroad as a Particular Internationalization Activity

Within any institution, study abroad is the most familiar and obvious internationalization activity (Dutschke, 2009; Guerin, 2009). It is seen as a way to provide students with exposure to other cultures, infuse international modules into the curricula, and develop employer-desired competencies in students (Fischer, 2008; Guerin, 2009). In their study abroad program, students have goals that are both academic and experiential. Living and learning abroad helps students gain valuable social and educational experience with foreign cultures, international places and, often, foreign languages (Lamet & Bolen, 2005). There have been numerous studies on the student-derived benefits of study abroad. Enhanced connection with other cultures, increased cultural awareness, intercultural competence, and a transformed worldview are but some of the benefits described in popular and research literature (Carlson & Widaman, 1988; Deardorff, 2006; Dolby, 2007; Evanson & Zust, 2006; Fry, Paige, Jon, Dillow, & Nam, 2009; Gammonley, Rotabi, & Gamble, 2007; Kitsantas & Meyers, 2001; Rundstrom Williams, 2005). Increased self-confidence, independence, and maturity (Edwards, 2007) and competitive workforce skills (Tarrant, 2010) are additional benefits reportedly derived from an education abroad experience.

Though the above-mentioned studies focus primarily on outcomes for students at 4-year institutions, a recent study examined the student development outcomes for community college students who participated in study abroad. Through pretests and posttest surveys, students rated their level of development regarding Chickering's seven vectors of student development. Statistically significant changes in the areas of developing competence, developing mature interpersonal relationships, and overall student development were reported by community college students who had studied abroad. Community college students believed that study abroad was an important component of their overall development in these areas in particular (Drexler & Campbell, 2011).

An assumption exists that by studying abroad, students encounter new and unfamiliar spaces, places, and people, which will enhance their learning in a way not possible had they simply stayed on their home campuses (Messer & Wolter, 2007). A faculty member leading students in a study abroad course achieves a teaching and experiential situation not possible on the home campus as well. While student participation goals and outcomes have been researched, examining faculty goals and outcomes is vital to the improvement and ongoing evolution of these activities as learning and professional development opportunities for students and faculty alike.

Time and money are listed as two of the most common barriers that prevent community college students from studying abroad (Boggs & Irwin, 2007). However, short-term study abroad programs offer an alternative way to obtain study abroad experience without long periods of time away from employment and family responsibilities for both students and faculty. Short-term study abroad can have benefits

to students similar to those for longer study abroad experiences (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Mapp, McFarland, & Newell, 2007; Smith & Mitry, 2008), though the study of short-term experiences is not widespread. Lewis and Niesenbaum's work (2005) also highlighted that short-term study abroad courses provide opportunities for students to learn in an interdisciplinary manner by fostering new ways of connecting with discipline-related material in the field.

Faculty-led short-term study abroad courses are usually offered for credit and involve an international trip to explore a foreign locale's culture, language, history, society, art, architecture, society, and other relevant topics. These courses are increasingly popular alternatives for students and faculty who may not be able to participate in international study courses or activities otherwise. As stated previously, short-term offerings are the study abroad options experiencing the most growth in recent years, and outcomes for students and faculty are worth further study.

International experience does impact faculty members both personally and professionally. Studies have addressed the cumulative impacts of previous international experience, including the effects of faculty study abroad programs, the impact of faculty-driven professional experiences via Fulbright scholarships, and the effects of teaching in an international environment. How faculty utilize these impacts and navigate both personal and professional supports and constraints to internationalize their teaching, research, and service has been alluded to in many of the previous studies, but has not been the explicit focus of the studies.

Each particular international activity undertaken by an institution has outcomes, whether they are assessed or not. Likewise, each international activity undertaken by a

faculty member has outcomes. Revised and updated teaching materials, more competent and relevant presentations, enhanced understanding of other cultures, and a connection between two different groups previously separated by geography and culture are all potential outcomes to faculty involvement with international activities. All of these outcomes have significant benefits for community colleges in particular, where faculty may bring their experience directly back onto campus and into the classroom that strives to educate a globally competent workforce (Hatton, 1995). However, little is known about which specific activities produce certain results and why.

As reviewed in studies by Schoorman (1999), Navarro (2004), and Schwietz (2006), faculty members have definite perceptions and preferences for internationalization activities based on how they conceive of internationalization and what professional or disciplinary incentives may be in place at the personal, departmental, and institutional levels. However, a faculty member's professional development or other motivations to undertake an international experience have not been examined, nor their intentions regarding how they may deliberately and intentionally use specific international experiences as part of their personal and professional internationalization strategy. Backman's 1981 study recommended that opportunities should be created for faculty members to participate in the design and leadership of study abroad courses as well as other types of projects involving international education. These study abroad activities were viewed as a type of faculty development that should be encouraged.

Interestingly, a 1988 study by Goodwin and Nacht found that most study abroad programs were led by faculty who also serve in an administrative capacity and that many

subsequently lose interest in leading study abroad endeavors. However, there is only speculation about the reasons for this loss of interest. Promotion and tenure pressures, disciplinary constraints, and natural job turnover may be possible reasons why faculty may choose not to continue with their international education leadership roles (Carter, 1992). This loss of leadership disrupts the development and continuity of internationalization activities.

It is important to find ways for faculty to participate in internationalization activities that are productive, convenient, and supported. Short-term study abroad programs, classified as internationalization activities in and of themselves, overcome many of those obstacles due to their nature and scope. Leading short-term study abroad programs allows faculty to participate in an international activity that is within their discipline, is short in duration, may not interfere with semester-long teaching or research endeavors, and allows them to work with their home institution students in an international setting.

The current study, through precourse interviews, sought to understand what motivated faculty to initiate and lead short-term study abroad activities at the community college level, where full-time faculty may indeed have multiple campus roles. Interviews conducted during and after the study abroad course experience explored how and why this experience contributed to their professional development and if they were motivated to continue these internationalization activities or not.

Faculty members are accustomed to having jurisdiction in large part over their teaching, research, and service activities, and being told what to do by institutional boards and task forces may interfere with faculty's engagement in internationalizing their

practice. In the case of a short-term study abroad course, a faculty member is almost solely responsible for the development and implementation of this particular international experience. Why, how, and what they do with the experience may largely be determined at the individual level because course development is the purview of the faculty. Using a short-term study abroad course as a means to examine individual-level motivations and outcomes regarding a particular internationalization experience makes sense due to the individual nature of course development and classroom teaching, in this case within the scope of an international education activity.

Short-term study abroad also falls into the category of a mobility strategy for internationalization, both for students and faculty. Navarro's (2004) research indicated that faculty members prefer strategies that allow for mobility as a means of internationalizing their work. As this dissertation research sought to further explore internationalization at the individual faculty level, examining an individual-level mobility activity as experienced by faculty was appropriate.

Additionally, following the development of faculty-led, short-term study abroad offerings from course development through course implementation and course reflection provided an opportunity to examine faculty perspectives at each stage of the experience. This allowed for an examination of faculty practice, including internationalization, in 'real time.' The previously mentioned qualitative studies regarding impacts were retrospective in nature, with Heely's (2005) study examining cumulative effects of multiple international experiences, in many cases. The ability to follow faculty members through the various stages of implementing a specific internationalization activity in 'real

time' allowed the research to pinpoint motivations, desires, and impacts associated with this particular type of international experience.

As alluded to above, information on specific impacts associated with specific efforts is largely unexplored and will prove useful to institutions trying to allocate resources for faculty to enhance their practice. Finally, leading a short-term study abroad course is an increasingly available option at higher education institutions as a way of giving both students and faculty international experience. This is particularly true for community colleges, as their students may not have the ability to study abroad for months or semesters due to career, family, and money constraints.

Ellingboe (1998) wrote that internationalizing a university requires change on three levels: individual, group, and systemic. At the level of the faculty, internationalization is individual, and this was the focus of the current dissertation study's research questions. Leading a study abroad course in their discipline gives faculty the opportunity to do work related to their discipline and interests, a critical element of engagement in internationalization (Childress, 2010; Ellingboe, 1998; Gardinier & Colquitt-Anderson, 2010).

The process of how faculty propose, prepare for, and lead a short-term study abroad course was examined from a qualitative research perspective. Qualitative research examines the process and meaning of experiences and how people interpret them (Merriam, 2009). The meaning of the experience for faculty's professional development and internationalization was explored in terms of motivation, goals, and outcomes. Results of this study will enhance information on faculty members' perceptions of

leading short-term study abroad as an opportunity to achieve stated motivations or goals and how they may use this opportunity to internationalize their work.

The next chapter details the manner in which this case study of faculty-led short-term study abroad was conducted. All faculty members were followed in 'real time' as they prepared for, led, returned from, and reflected or planned in light of the experience. Interview responses, observations, and documents were reviewed by the researcher for personal and professional development themes. In particular, a lens of internationalization competencies was used to determine the presence of internationalization in individual faculty practice. The results reporting sought to uncover individual and institutional barriers and supports for participating in this study abroad course.

The results of this study will enhance existing literature on faculty internationalization by exploring how faculty members view a particular internationalization activity as potentially pertinent or not to their overall professional development and practice. Based on the findings describing faculty's motivations and expectations for participating in a specific internationalization activity, institutions may be able to make these experiences more attractive to and productive for a wider range of faculty participants, helping institutions achieve their internationalization goals while faculty achieve their professional and disciplinary goals.

CHAPTER 3:

METHODOLOGY

This study aimed to understand how leading a short-term study abroad course serves faculty professional goals and internationalizes professional practice, considering faculty members' expressed motivations and desired outcomes. The study addressed two research questions:

1. What motivates a community college faculty member to lead a short-term study abroad course and what are the desired outcomes of such an undertaking?
2. How does leading a short-term study abroad course influence a community college faculty member's professional practice?

This chapter begins by describing the research design for this study, with its qualitative, case study approach in the constructionist paradigm, application of interpretivist principles, and use of an internationalization model. It then outlines the methodology, including site and participant selection, procedures for data collection and analysis, efforts to ensure trustworthiness, and the protection of human subjects.

Research Design

A Qualitative Case Study Design

This research was guided by qualitative research methodology and principles. A qualitative approach allowed flexibility and variety in data collection methods while adhering to the commitment to making sense of experiences and the meanings individuals ascribe to those experiences in a natural, reflective setting. Qualitative methods also allow researchers to collect "a variety of empirical materials . . . that describe routine and

problematic moments and meanings in individuals' lives" (Denzin & Lincoln, 2005, pp. 3-4). Each data collection method used sheds light on the particular circumstance or situation from a different perspective, encouraging a depth, richness, and wholeness of understanding (Boyatzis, 1998; Merriam, 2002).

Case study was chosen as the research methodology partially because of the unit of study: individuals in a situation or an event with boundaries. The situation under investigation was a study abroad endeavor conducted by three faculty members at a community college. The experience had delineated boundaries—beginning and end points—which is also appropriate for a case study approach (Bromley, 1986; Merriam, 2009). There were certain activities involved with preparing for a study abroad course, teaching the course itself, and then returning to the home country for processing, tying up loose ends, and sharing and reflection. Case studies are useful in qualitative inquiry when the researcher aims to understand a particular problem of practice from the perspectives of process, context, and meaning (Denzin & Lincoln, 2003; Merriam, 1988), often intertwined with one another (Yin, 2009). Due to the wide range of data collection methods available in qualitative studies in general and case studies specifically, employing this methodology is beneficial when plentiful description and the context of a particular complex phenomenon are desired (Merriam, 2009; Stake, 2005).

This particular case study opportunity was influenced greatly by the faculty and their courses embedded within it. It is these faculty members, and the way they conducted the study abroad courses, that served as the primary shapers of our understanding, not only of their individual experiences, but also of the case that surrounds their experiences. Stake (1995) wrote: "In qualitative case study, we seek greater understanding of Θ, the

case. We want to appreciate the uniqueness and complexity of Θ, its embeddedness and interaction with its contexts" (p. 16).

Data collection was aimed at gathering as much descriptive information as possible from the preparation for, teaching of, and aftermath of a short-term study abroad course. Following one faculty member going through this experience in real time would have served the purposes of studying the experience up close, in depth, and at the individual level. However, relying on a single-case design (single individual) for data collection often proves to be impractical in terms of assuring consistent researcher access to the participant in all the stages of the experience, as well as in terms of the time frame for data collection, appropriateness of the participant and experience as a subject for case study, and richness of the data in each of the stages (particularly after the study abroad trip). Additionally, if a difficulty or problem arises as data are collected from a sole participant, the research may not be able to continue (Yin, 2004). Therefore, a single-case study embedded design was chosen to increase the likelihood of obtaining rich data around the experiences, motivations, expectations, and desired outcomes of faculty members. The embedded units were the faculty members leading their individual courses within the context of this trip. The rich description created by this design is ideal for within-case analysis as well. By following three embedded individuals through the entire process of leading their short-term study abroad courses, the research was able to examine perceptions of this study abroad trip from three different individual perspectives participating in the same case in real time.

Constructionist Epistemology

Using a constructionist paradigm, the research explored the meaning of an event or experience as constructed by each individual. In constructionist epistemology, as an individual engages with the world, he or she develops an understanding of it, an interpretation of it, and thus the world becomes meaningful to that individual. Truth and meaning are made at the individual level, constructed from conscious interaction between the individual and the environment (Crotty, 1998). A person will use what is present in his or her environment to construct meaning from events, experiences, situations, and circumstances.

The preparation for and leading of a short-term study abroad course takes different forms, includes different processes and experiences, and has different outcomes depending on the meaning that each faculty member constructs from the experience. The concept of intentionality, found within constructionism, maintains that the way an individual experiences something is interdependently subjective and objective. The way individuals direct themselves (subjective) toward an experience (objective) impacts what they take away from that experience and the meaning they make of it (Crotty, 1998; Creswell, 2007).

By focusing on the participants' perceptions of an experience, the constructionist approach considers the meaning an individual constructs as influenced by engagement with others as well as "through historical and cultural norms that operate in individuals' lives" (Creswell, 2007, p. 21). This concept has been used in studies investigating student learning from the perspective of the students themselves (Marton & Booth, 1997; Ramsden, 1992) and in studies of how academics and teachers perceive their own

learning (Prosser & Trigwell, 1999; Wood, 2000). The participants in this study were responsible for constructing a part of their own experience (and meaning of that experience) based on not only their intentions, desires, and motivations, but also on the encouragements and restraints emanating from their personal and professional environments.

Interpretivist Theoretical Approach

A study's theoretical approach can serve as a specific or general framework to the conduct of the study, depending on the particular research aims and questions. Crotty (1998) described it thus: "The theoretical perspective provides a context for the process involved and a basis for its logic and criteria" (p. 66). The theoretical approach that guided this research was one of interpretivism, which simply means that the answers to the research questions came from the historical, cultural, and social contexts of the participants themselves and pertained to their particular experiences. The experience here was encapsulated by a case study of a study abroad trip undertaken by community college faculty members and students. The research questions were answered by the professors' own motivations and outcomes.

Model of Internationalization

Though there is not yet an accepted theoretical model to elucidate the process of faculty internationalization, a model of internationalization developed to explain the process of *institutional* internationalization was used to frame the data collection during a process of potential *individual* internationalization. Each phase of this internationalization

cycle provided rationale for interviews, observations, and document review conducted at certain points in the participants' experiences.

Knight (1994) proposed that the process of institutional internationalization can be thought of in cyclical terms. Universities can use her sequential, six-phased, cyclical model as part of a "practical strategy which integrates and institutionalizes the international dimension into the university systems and values" (Knight, 1994, p. 11). The first phase involves an *awareness* of internationalization, its benefits, and its importance among faculty, students, and staff. Awareness can be created through discussions and debates involving all facets of the campus, with supporters and nonsupporters alike. Ideally, awareness of the importance of internationalization to a campus community will lead to "commitment to the process of integrating an international dimension into teaching/training, research and service functions" (Knight, 1994, p. 12). This *commitment* phase should be exemplified in the words and actions and support from senior administrators. However, the work and implementation of internationalization will come from faculty and staff through planning and operations.

Planning strategic internationalization efforts is the third phase of the cycle, and it needs to start with defining the purpose and goals at several levels, beginning with the institutional level. An institution's mission statement and development of an institution-wide approach can set the agenda for departmental-level planning. *Operationalization* is the fourth phase of the cycle, involving the three components of academics, organizational supports, and institutional mission and culture. All three components should be taken together as a set of interacting factors that influence how

internationalization plans and activities are implemented and supported at various levels: faculty, department, unit, division.

The fifth phase of *review* involves evaluation and assessment of specific activities and how they may or may not achieve desired or complementary internationalization goals. The review phase also pertains to larger institutional systematic reviews, such as annual reviews, at the departmental and unit levels. The last phase is *reinforcement* and a rewarding of faculty and staff who are involved with internationalization activities. By incentivizing and acknowledging internationalization efforts, the institution can reinforce all the phases of the internationalization cycle and perpetuate further excitement and innovation.

Knight suggested that these phases are cyclical and that there is flow between each of the steps or phases. One critique of this model is that it does not explicitly allow for flow among the steps; that is, flow between steps that are not sequential in the model. Though Knight stated that the phases are not linear, the way the model is written and described as *two-way* does not lend itself to flow between phases not in immediate proximal sequence to each other, as would seem the reality of implementing any strategic process at any level within a large organization. For instance, the review phase could and should naturally lead back to replanning of strategy, modifying where needed.

However, Knight's cyclical model of institutional internationalization may be helpful as a guide to the process of individual faculty internationalization. Awareness, commitment, planning, operationalizing, reviewing, and reinforcing were used as an overlay for this dissertation study examining the internationalization of faculty work through the process of preparing for, participating in, and reflecting on an

internationalization activity. The case study timeframe came directly from this cycle. Specifically, the phases of awareness, commitment, and planning correspond to faculty deciding to undertake the leading of a study abroad course and then the proposal and planning stages, and these aspects were explored through predeparture interviews and document review. The operationalization phase corresponds to faculty implementing the planned study abroad course in the field, marked by data collection including interviews and participant observations. Examination of the review and reinforcement phases came after the conclusion of the course, actualized through after-return interviews with the researcher.

Sampling and Study Participants

The study participants were chosen based on a combination of purposeful and snowball sampling procedures carried out during late fall 2011 and early winter 2012. Purposeful, criteria-based sampling was necessary to obtain participation of faculty members with the requisite characteristics needed to answer the research questions (Maxwell, 2005). A group of participants from the same institution were sought who met three criteria:

1. Participation in a short-term study abroad course on behalf of the college
2. Full-time employment at a community college located in the Washington, DC metropolitan area
3. Agreement to participate in the research

Participants came from the same college so that all faculty members functioned according to similar institutional policies and resources and under the auspices of the same international education coordination. Non-full-time or adjunct faculty were not

included in this study, as their primary career focus may not be teaching and learning at the college level. A goal was to have participants from different disciplinary backgrounds so as to give a more diverse portrait of short-term study abroad course preparation and implementation.

As the researcher had a particular interest in the largely unstudied internationalization process of faculty at community colleges and the important role that community college faculty have in shaping a potentially internationalized workforce, efforts concentrated on finding an appropriate sample derived from a community college. Studying professors from community colleges makes sense due to their traditional missions of providing education to the public to meet the challenges and needs of the local communities and, increasingly, the global marketplace. The American Association of Community Colleges and American Association of Community College Trustees (2000) stated: "Community colleges should develop strategic plans for global awareness and competence that respond to the needs of the community's learners, businesses, and institutions" (p. 8).

Due to the emphasis placed on close contact with faculty members during various parts of the data collection, and the fact that the researcher was located in Washington, DC, it was necessary to find participants who were located within the metropolitan Washington, DC, geographic region. Geographic convenience was a necessary criterion for this study due to the time and effort required to conduct the various interview components of the research (Creswell, 2007).

The websites of community colleges in the District of Columbia, Maryland, and Virginia were reviewed to identify those that offered short-term, faculty-led study abroad

programs. Points of contact were determined from publicly available information on these websites. In addition, the researcher asked for relevant professional referrals from known colleagues working at community colleges in the area. It was hoped that by making purposeful contact with appropriate study abroad professionals at community colleges, a snowball sample fitting the criteria mentioned above could be assembled for inclusion in the case study.

Through the above process, an appropriate international education professional was identified at a specific community college, and she agreed to consider becoming involved. She also referred the researcher to two other faculty members participating in a study abroad trip. Each faculty member was then contacted via email (Appendix A) to describe the study and assess their willingness to participate. The initial point of contact, who was also the travel/study course faculty director, immediately agreed to participate via email response. The researcher then met in person individually with the faculty director and the two other potential participants to answer questions. At these meetings, the two other faculty members also gave their verbal agreement to participate in the study. Informed consent forms (Appendix B) were distributed and collected via email. Signed consent forms were redistributed to participants via email.

Data Collection

Data were collected through interviews, observations, and physical and electronic documents. Data collection was structured around each of the phases described in Knight's internationalization cycle model, prompting reflection and revisiting of several phases at different points in the research timeline of January to March 2012. Interviews were conducted before, during, after the study abroad trip. Participant observations were

collected during the study abroad trip itself. Document review was ongoing during the data collection timeframe, occurring as documents were created or made available to the researcher. Each data collection method contributed to the overall structure and picture of the case study.

Interviews

Interviews were a useful data collection tool for this study, as they allowed the participants in the phenomenon of interest to share their insights and perspectives through semistructured and informal interview interactions (Merriam, 1988; Stake, 1995; Yin, 2009). The interviews provided opportunities for faculty to share their perspectives in an in-depth manner, which then shed light on their experiences leading the study abroad courses. Conducting interviews also allowed for the development of detailed, holistic descriptions of each participant's experiences and how they were interpreted by the participants themselves (Weiss, 1995).

Interview protocols were purposefully created to examine demographics, motivations, intentions, desired outcomes, and planned outcomes, allowing the researcher to ask questions purposely composed for the research topic. However, several resources were reviewed in developing appropriate semistructured interview protocols. First, the American Council on Education's 2002 faculty survey provided insight into the types of questions that could be asked regarding awareness of and definitions of internationalization, as well as faculty beliefs and attitudes about internationalization efforts within their institutions (Siaya & Hayward, 2003). Though questions mentioning 'internationalization' specifically were not used in the protocols, this subject did come up in responses and follow-up questions. Second, interview questions regarding the expected

and planned outcomes before, during, and after the experience were informed by survey questions within a report on returning Fulbright scholars (Ailes & Russell, 2002). The majority of interview questions available within the protocols' question banks (Appendix C) were designed to be nondirective and open-ended, allowing for flexibility in choice of which questions to ask based on each participant's individual circumstances.

The interviews also allowed for opportunities for the researcher and participants to become comfortable with each other's presence and conversation styles, providing foundational interactions upon which other data collection was based (Denzin & Lincoln, 2003). The interviews were helpful in building rapport and comfort between the researcher and participant, and the semistructured interview format allowed the researcher to maintain some control over the process while ensuring the participant was free to respond and discuss in a less rigid manner.

Predeparture interview. Each participant's first semistructured interview was conducted in person approximately 1 week before the participant began the short-term study abroad course. These interviews addressed the *awareness, commitment,* and *planning* stages and included open-ended questions about career demographics; personal and professional motivations for undertaking this teaching opportunity; family and work circumstances that were a help or hindrance to the decision; what the study abroad course would entail from the faculty side; and other details about the development and pursuit of leading a short-term study abroad course, including expectations and hoped-for outcomes. Participants were asked to outline their perceptions of predeparture preparation in terms of course proposals, syllabi, and disciplinary/departmental supports and family supports, as well as corresponding barriers, if any. The researcher had hoped to use the

syllabi as part of the predeparture interviews and discussions, but only one participant had completed the syllabus and could share it with the researcher at the time of that interview. Even without course documents available, participants were asked to explain the meaning of assignments, curricular choices, and course location choices. Each predeparture interview lasted between 60 and 80 minutes.

Field interview. Semistructured field interviews were conducted with each of the faculty participants during the implementation of the study abroad trip, which occurred in January 2012. These interviews referred to things the researcher observed during participant observations, events that had occurred thus far in the trip, and any other information the individual faculty members wanted to share with the researcher within the context of the research. Each of these field interviews lasted 25 to 45 minutes. These conversational interviews took place during the *operationalization* phase of the activity and aforementioned internationalization cycle.

After-return interview. This interview mirrored the *review* and *reinforcement* stages and was conducted individually with each participant approximately 6 weeks after return to the home institution. It included questions regarding any personal or professional experiences that made an impression on the participants; any anticipated or already present professional practice changes that may be a result of the experiences they had abroad; and any other personal or professional changes or issues they wanted to share regarding their experiences as a whole. Participants were questioned on how well this professional opportunity served their professional development goals, as outlined by their predeparture interview responses. Documents previously collected from participants (such as syllabi and course proposals) were also used to inform the interview protocol.

Interview logistics. Predeparture and return interviews were conducted in each faculty member's office or another quiet, private, campus location. Field interviews were conducted in a quiet lounge near the lobby of the hotel where the participants stayed while abroad. All interviews were recorded by the researcher using an electronic/digital recording device and a clip-on microphone for clearer sound capture. The electronic interview files did not contain any identifiable information in the recording or filename and were transferred and stored to the researcher's personal laptop via password-protected files.

Transcription of the interviews was conducted by the researcher at home and by the hired transcriber at her home. The electronic recording and transcript files were sent via personal email between the researcher and transcriber, with passwords discussed via phone. The resulting transcripts were saved to the researcher's personal laptop and were also password-protected. The researcher and the hired transcriber were the only persons with knowledge of the passwords on the initial transcription documents.

Observations

One of the goals of the study was to follow faculty participants during various points in preparation for and leading of a short-term study abroad course (the *operationalization* stage), so teaching and nonteaching time was observed. Moreover, the literature suggests that participating in a study abroad course has some impact on teaching and faculty practice, and observations of activities while abroad helped to demonstrate this.

Participant observation was the observation method employed. In this type of observation, *participant* refers to the researcher's "presence in and interaction with a site

when an activity or event is occurring" (Schensul, Schensul, & LeCompte, 1999, p. 92). A participant observer is immersed in the experience itself, and it is this immersion that allows the researcher to take down rich descriptions of happenings as they unfold from an insider's perspective. It is also an appropriate format when employing a qualitative, case-study approach to research questions that requires in-depth access and exploration (Jorgensen, 1989).

The participant observations occurred during the study abroad course at the international location. Here, the researcher observed each faculty member for approximately 1½ days of teaching and nonteaching time, including observations where participants were facilitating activities with their colleagues as well as time when the participants were conducting individual course activities alone. Structured time and nonstructured time was included in the observations, encompassing informal conversations that took place during meal times, on educational excursions, and during 'down-times' in and out of class meeting times. The observations served both as stand-alone data and to triangulate and cross-check data collection from the interviews. As the researcher was also a participant in the field, initial participant observations were more unfocused, allowing the researcher to become familiar with the settings and people (Jorgensen, 1989). However, as the researcher became more familiar with the field location and the style and pace of each participant's manner of instruction, the observations became more focused. More precisely, observations were shaped by predeparture interview responses pertaining to how faculty prepared the course structure and syllabi and how motivations and desired outcomes were furthered or operationalized

in the field. Particular note was made of specific knowledge, skills, attitudes, or events demonstrated by the faculty member that were related to those responses.

Evidence of internationalized approaches in content, technique, and interaction were also noted, using literature of practice. Specifically, a publication that grew out of the American Council on Education's "Internationalization Laboratory" program was used to identify instances of internationalization within each participant's teaching and learning. The publication, entitled *Building a Strategic Framework for Comprehensive Internationalization* (Olson, Green, & Hill, 2005), was a result of a working group of selected institutions convened to study, in part, which global knowledge, skills, and attitudes a higher education graduate should possess to be prepared to succeed in a global workforce and a globalized society. The working group project was sponsored by the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education. A range of competencies and learning outcomes were developed and published in the above-mentioned document, and these were used to identify instances of internationalization present in participant interviews, observations, and documents.

Field observations were recorded by hand in a notebook. While in the field, the notebook was kept on the researcher's person at all times. The notes were then retyped on the researcher's home laptop and were saved via password-protected electronic files. The field notebooks were stored in a locking file cabinet in the researcher's home.

While abroad, several factors regarding student discipline issues interfered with group observations. Some portions of the time allotted for group observations contained all three faculty members, while others did not. In addition, individual observations had to be rescheduled on several occasions to accommodate participants' schedules and the

unpredictability of teaching while traveling. In order to be as flexible as possible, the researcher moved from the residence where she was staying into the participants' hotel for 4 days so as to be more readily available for interviews and observations.

Document Review

In case study methodology, documents are most often used to verify and cross-check information and data collected in other ways over the course of the research (Yin, 2009). In this study, documents also served to inform the answers to the research question regarding the preparation process and potential internationalization of practice. The researcher could not directly observe each faculty member as he or she prepared the course proposal or syllabus, for example, but these documents served as interview conversation points and helped tell the story of a process or events that were not able to be directly observed by the researcher (Stake, 1995). Review of documents also served as a way to triangulate data collected by other means.

The following documents were included in the document review: course proposals, syllabi, course descriptions, printed and electronic travel/study course promotional materials, electronic community college mission statement and strategic plan, printed international education initiative mission statement, and follow-up or clarifying emails and correspondence. Depending on availability, documents were collected from all participants at various points in the case study timeline.

Paper documents such as syllabi, course proposals, and resumes were stored in a locking file in the researcher's home. Electronic documents (such as syllabi, resumes, and emails) were password protected either by the email application itself or by saving the

file to the researcher's laptop's hard drive. Electronic and paper materials associated with this study will be destroyed within 5 years of dissertation completion.

Data Analysis

Participants' actual and planned outcomes of the experience were compared to previously stated motivations and goals where appropriate. Reflection on these factors as well as future plans was encouraged through joint researcher and participant examination of interview responses, observed incidents, and academic course syllabi and materials. These research processes taken together allowed for rich descriptions of the individuals and situations involved and sufficient data for discussion and analysis purposes in answering the primary research questions.

Along with the overarching research questions, the following questions were used to structure the analysis and reporting of the data:

- What are faculty members' professional motivations to participate and desired outcomes of participation *in general*? Which motivations and outcomes could be characterized as involving *internationalization* of faculty practice?
- What do faculty members perceive to be the personal, professional, institutional helps (encouragements or incentives) and hindrances (barriers) to leading a short-term study abroad course?
- What are faculty member recommendations for enhancing desirability and implementation of this particular professional development and internationalization opportunity?

Coding

Prior to starting the research, a preliminary codebook was developed using categories drawn from the review of literature and resources in the field. A preliminary codebook can be very helpful when trying to anticipate into which organizational categories the data might naturally fall (Maxwell, 2005). Other codes and categories of codes emerged as the research was conducted, particularly emic codes generated by the participants' own language and concepts (Maxwell, 2005). The codebook was expanded, contracted, and constantly referenced in the process of data analysis. Coding, patterns, and themes were reviewed and discussed with qualitative research colleagues, as well as the researcher's methodology advisor. The final codebook contained codes in three categories: organizational, substantive, and theoretical.

Theoretical codes included terminology taken from the previously mentioned internationalization cycle: awareness, commitment, planning, operationalizing, reviewing, and reinforcing. For this study, the organizational categories included goals, motivations, expectations, outcomes, barriers, and supports. Substantive categories included knowledge, skills, and attitudes pertaining to the organizational codes.

Transcripts and documents were hand-coded; themes were identified and presented through researcher explanation and participant quotes. Patterns, themes, and categories emerged as the researcher continually reviewed the interviews and observations. The patterns and themes were categorized initially and then broken down further into subcodes which included personal motivations, professional motivations, institutional barriers and supports, and disciplinary work, among others. Within these categories, substantive codes emerged, such as subject knowledge expansion, quality of

teaching and learning, internationalization, desire for departmental recognition, confidence, and other relevant categorizations.

Data Presentation

In order to display rich, descriptive data and the relationships between different data points, several presentation methods were used:

- Separate vignettes of each faculty member detailing his or her motivations, expectations, goals, outcomes, challenges, and recommendations at various points in the process of leading a short-term study abroad course. Vignettes were composed of prose interspersed with:
    - Quotes
    - Excerpts from course proposals/curricular notes
    - Information from other written or visual documentation provided to the researcher in the course of data collection
- A quick graphical snapshot of the participants in the case study, presented using tables including basic demographics, goals, barriers encountered, and outcomes, among other information
- Narratives and quotes to demonstrate themes common to all participants
- Tables outlining examples of internationalization described in documents, interviews, or observations and identified according to specified competencies

Efforts to Ensure Trustworthiness

Employing prolonged contact with participants, nondirective semistructured interview protocols, data verification procedures, peer review of data, and journaling

techniques to debrief personal ideas about interviews or observations added to the validity and trustworthiness of the research. These same practices helped the researcher safeguard against bias in findings and analysis.

Data Verification

Data were reviewed multiple times by the researcher and the participants where appropriate. Transcriptions were reviewed for accuracy by comparing them against the audiotape. Further clarification about observations, responses, or actions noted in the field were conducted during the field interview as a way of member-checking the data, that is, verifying what was heard, said, or done directly with the actor or source (Lincoln & Guba, 1985; Merriam, 1988). The after-return interview protocols were semistructured but flexible and responsive enough to include influences from observations, previous interview conversations, or any other exchanges between researcher and participants. Document review of syllabi and other course materials was conducted partially within the context of interviews. This provided reference points for conversations and responses and illustrated instances of pedagogy, internationalization, or other professional practice as exemplified in those documents.

Peer Review

Portions of several transcripts were reviewed by two of the researcher's colleagues. These colleagues work at community colleges as faculty and/or administrators, and one of them is currently conducting research with community college students. The researcher informed her colleagues of the overarching research questions, and the transcript portions of predeparture and after-return interviews were reviewed in

that context. The colleagues took 2 weeks to review the transcripts and then discussed their codes and themes with the researcher. The instances of general personal and professional goals and outcomes were confirmed as well as the two particular themes of 'connections' and 'multiple roles.' This procedure of peer examination is one way to ensure internal validity of the study and also served as a check on researcher bias or omission and promoted accuracy of data collection and interpretation (Merriam, 1988).

Efforts to Mitigate Researcher Bias

As described in the research design section, this research was undertaken using a constructivist paradigm, one of the major interpretive paradigms within qualitative research. Though the participants contributed to the data in various ways, the researcher was the primary instrument of data collection. Naturally, the researcher carries a set of preconceived notions or biases that guide any undertaking in work and life. However, the researcher was aware of the biases and took specific steps to mitigate them (Lincoln & Guba, 1985; Schensul et al., 1999; Yin, 2009).

As a person who has worked and lived abroad and who regularly works with faculty members to improve particular aspects of their professional practice, the researcher had particular beliefs and viewpoints regarding the possible motivations and outcomes of study/work abroad experiences. The interview protocols were designed with open-ended questions, free of leading language, so as to elicit responses that were true to each participant's own motivations, desires, and stories. In addition, the researcher followed each participant's lead with respect to following up on responses and paid keen attention to what the participant wanted to share, rather than what the researcher may have wanted to hear (Weiss, 1995).

Promoting researcher reflexivity (through journaling or bracketing practices) is another technique that has been recognized to alleviate researcher bias (Lincoln & Guba, 1985; Denzin & Lincoln, 2005). After each interview or set of observations, the researcher wrote down her personal thoughts, reactions, and ideas about what was heard or observed. This included critiques of her own interviewer performance or a question about what was heard or observed for later follow-up purposes. It was a catalog of sorts, documenting ideas and feelings that were noticed and separated out (or bracketed) away from the actual data collected. Acknowledgment of researcher reactions served as an additional accuracy filter on the data while it was being reviewed and ensured data analysis that was true to the participants' responses.

The mere presence of the researcher as a participant observer probably impacted what was observed, not only in the actions of participants, but also what was recorded in the observations. Generally, research questions along with the researcher's gender, age, physical appearance, and other personal attributes may influence what occurs, what is observed, and what is noted (DeWalt & DeWalt, 2002). While the research was not guaranteed to be free of some bias, the researcher strived for overall "balance and fairness" (Lincoln & Guba, 1985, p. 108) in collection and presentation of data.

Protection of Human Subjects

This study was approved by the institutional review board of The George Washington University and the community college at which the participants were employed. As mentioned earlier in the chapter, all participants were fully informed about the study and provided written consent.

The main ethical concern of the study related to ensuring participants' confidentiality. As mentioned, pseudonyms were used for both the participants and the community college, and any data that could link names to the results were safeguarded through password-protected files and locked paper files. Nevertheless, there was a risk of participants' identification. The faculty leading short-term study abroad courses during this timeframe were known both to each other and to the larger community college faculty, staff, and students. Though no names were used, study participants may be able to be identified by readers familiar with the chosen community college through the course taught or their discipline. This possibility of identification may have influenced the way a faculty member responded to interview questions, as persons in positions of professional authority may eventually read portions of the dissertation study (available through online databases once completed). All participants were reminded of this possibility at the beginning of the research undertaking, both verbally and in the informed consent documentation. In addition, the consent forms administered prior to the start of the project indicated that participants could cease or modify their participation at any point during the study.

Conclusion

This chapter has outlined the research methodology and methods used in the case study dissertation research project. Using a constructivist approach, the meaning that faculty members made in terms of their goals and outcomes of leading short-term study abroad programs was examined. As the primary instrument of data collection, the researcher established trust and rapport with participants, as well as validity of data, through several face-to-face contacts with each participant including interviews,

observations, and the sharing and review of documents. Constructing an embedded case study of faculty-led, short-term study abroad courses at a community college in the metropolitan Washington, DC, area provided insight into the motivations, desired outcomes, professional development, and internationalization impacts experienced by faculty members in the context of such an undertaking. In this way, the stated research questions were explored and answered. Based on the data collected during the research study, the following two chapters provide a presentation, analysis, and discussion of the case, using vignettes and quoted responses as appropriate.

CHAPTER 4:

RESULTS

This chapter reports the results from a case study of a short-term study abroad trip conducted by three faculty members from Rural Mid-Atlantic Community College (RMCC) during winter term 2012. The chapter begins by reviewing background information on RMCC and the participants. The following sections present the results through narrative vignette, thematic analysis, and summarizing tables.

The vignettes were created from course syllabi, travel-study guidelines, researcher observations, and quotes from interviews conducted with all three faculty participants. The raw data from each of these sources were compiled and arranged in a manner that reports the results of the case study conducted, though it is in keeping with the narrative style in which the participants themselves described their experiences. The vignettes focus on participants' descriptions of predeparture and return experiences, detailing motivations, desired outcomes, and actual outcomes taken from these timeframes. In addition, the vignettes include descriptions of individual and institutional barriers and supports as reported by the faculty participants.

The thematic analysis section presents data taken primarily from participant reflections on the common experiences faculty had together (implementing the study abroad portion of the case) as well as researcher observations and participant quotes from after-return interviews. It also presents data that include references to barriers and supports.

Information presented in the vignettes and thematic analysis is summarized in tables that collectively display faculty motivations, desired outcomes, actual outcomes,

barriers and supports encountered, and the case stages (before trip, during trip, or after trip) at which each occurred. The information presented answers the primary research questions:

- What motivates a faculty member to lead a short-term study abroad course, and what are the desired outcomes of such an undertaking?
- How does leading a short-term study abroad course influence a community college faculty member's professional practice?

Background

Rural Mid-Atlantic Community College

Founded in the late 1950s, RMCC is an open-access community college serving a rural population. During the 2011-2012 academic year, RMCC employed approximately 380 full-time and part-time faculty members serving around 9,500 students. The school's mission focuses on workforce development, providing lifelong learning opportunities, and cultural and social enrichment for its students and surrounding community. The most recent finalized strategic plan (FY2008-FY2012) contains a strategic theme emphasizing a commitment to a diverse culture of learning and a global perspective on campus. It is within this strategic theme that international education at RMCC has found its justification.

There is no international education office at RMCC. Rather, there is an International Education Committee composed of five to seven faculty and staff members who provide energy and logistical support around such events as international student week (to honor international scholars studying at the college), informal peer-peer counseling for international students, and short-term study abroad programming. With

such events and outreach, international education strives to expand student global awareness; integrate global perspectives into the curriculum; expand faculty, staff, and administration global awareness; and create a global campus. Providing faculty-led, study abroad opportunities for students is one way these international education initiatives (and overall diversity) are pursued.

Study Abroad Processes

The process for getting a particular study abroad trip approved and set up at RMCC is a lengthy one. It begins with an individual faculty member's idea for a course, either already in existence or new, to be delivered in a foreign location. After receiving approval from the appropriate department dean, this idea must be proposed to the International Education Committee's travel/study subcommittee for assistance with sketching out the dates, cost, itinerary, and other details in conjunction with an external international education tour provider. The proposal must address logistical details such as the course number and title, the estimated enrollment for the course, how the travel destination meets the course objectives and learning outcomes for students, and if the course will readily transfer to 4-year institutions. Another detail that must be outlined is what place the travel experience will have in the delivery of the course. For example, the proposal must explain if the course will be taught entirely at the foreign destination, or if the faculty member plans to hold several class meetings before departing for the foreign country. The proposal does not ask the faculty member to outline how the course will promote or enhance the international education of the students who take the course nor the potential internationalization of the greater college community.

In addition to being reviewed and supported by the International Education Committee, the proposal must then be approved by the vice president for instruction and the vice president for student development and institutional effectiveness. After that, funding sources must be approached (RMCC has a foundation that assists with covering costs of study abroad trips), the registration office must be notified to put the course on the official schedule for the desired term, and student recruitment must begin through advertising the availability of the travel course to students and other interested college members. The enrollment deadlines for the travel study courses occur approximately 4 months prior to course start, with a mandatory pretrip meeting for students and faculty occurring 1 month before the departure date. The process outlined above takes about 1 year to complete. Therefore, the travel/study courses implemented by RMCC in January 2012 originated with ideas proposed in January 2011 or earlier.

Participant Demographics

The case study involved three faculty members, who were the only ones leading for-credit travel/study courses during RMCC's winter 2012 term (January 3-23, 2012). These winter term courses were included in their responsibilities in addition to the 10-course teaching load they carry over the fall and spring terms each academic year. The faculty members came from three different disciplines, taught three different courses, and all used London as their travel/study course destination. They each were responsible for submitting a course proposal for approval, recruiting students, and developing and implementing a corresponding syllabus. Table 4.1 illustrates basic demographic information on the faculty member participants.

Table 4.1
Participant Demographics

Variable	Lexie	Laszlo	Olivia
Title	Associate professor	Associate professor	Associate professor
Gender	F	M	F
Discipline	Political science	Art and design	English
Years teaching at RMCC	10	12	11
Tenured	N	Y	Y
Course name	Comparative Politics and Government	Typography	Great Writers: Lives and Works
Role on trip	Faculty director	Faculty teacher	Faculty teacher
Number of registered students in course	9 (+3 other students from an online course)	3	3
Previous study abroad experience as student	Y	Y	N
Previous teaching abroad	Y	N	N
Previous tourist travel abroad	Y	Y	N

All faculty members and their students traveled from the United States together as a group, stayed at the same hotel, and participated in some joint group excursions facilitated by an outside tour vendor regularly used by RMCC on such travel/study course trips. Each faculty member also implemented learning activities separately that were applicable to their particular course and enrolled students.

One particular faculty member, Lexie, assumed responsibility for a few students who were enrolled in an online course which included the London travel/study option for the enrolled students, unaccompanied by their actual professor. Though she was not responsible for grading assignments for these particular students, Lexie did include them

in all her individual and group excursions and served as their faculty point-of-contact while in London. In addition, there was a nonfaculty RMCC staff member leading a separate group of students on a more tourist-related trip of London and surroundings. There was no course or credit-bearing activity associated with this specific undertaking, though the nonfaculty member and her students did stay at the same hotel as the rest of the RMCC group and participated in some of the group excursions provided via a tour vendor. As will be outlined, this nonfaculty staff member did end up having a role in assisting with some student disciplinary issues, at the faculty director's request. Both Laszlo and Olivia were financially compensated at adjunct faculty levels for their respective courses, due to the low student enrollment numbers. Lexie was compensated at her full-time faculty level, but received no extra compensation for her faculty director duties.

Faculty Motivations and Desired Outcomes in Leading a Short-term Study Abroad Course

The following participant vignettes detail the individual motivations and desired outcomes for the three faculty participants in the case study. The vignettes also touch upon barriers and supports encountered during the planning stages of the study abroad endeavor as reported in predeparture interviews.

Lexie

In February 2011, Lexie, an associate professor of political science, started to solidify plans for an RMCC study abroad course itinerary for winter term 2012. Though it was nearly a year away, she was beginning to firm up courses and professors to include

in an offering of short-term study courses in London during January 2012. As chair of the college's International Education Committee and London 2012 faculty director, she had been through this particular process several times before over the past 4 years. This was not her first time organizing such a trip and not her first time teaching abroad. She had led a short-term study abroad trip to the Caribbean for her previous employer and previous travel/study courses in Greece and Italy for RMCC.

This was the first time she was organizing a trip to London, and it was also unique because she planned on taking her 8-year-old daughter with her. She recalled her own experience traveling abroad the first time, on a high school trip to London at age 15:

> I, of course, was at the impressionable age anyway and I'm in London and it's 1985 and everybody's haircuts are great and the music's awesome. And I just remember thinking, you know: Wow, this is the place in the world that is most like America, and look how different it is. What must the rest of the world be like?

It really opened her eyes to the world, and she was excited about sharing a portion of the London 2012 trip with her daughter. As it wasn't financially feasible to have her husband come along as well to take care of their daughter during Lexie's teaching time, Lexie's mother agreed to pay her own way and look after the child. The inclusion of her mother on the trip had special significance:

> It just kind of seemed the right thing to do because, again, my first trip was to London with my mom and my grandmother, and now she's going with her mom and her grandmother. . . . So, I am excited to share that with her.

After the Board of Trustees of RMCC approved the opportunity for faculty to take students associated with these courses out of the country, a process that must happen each time such a travel/course experience is proposed, she reviewed five study abroad course proposals for potential offerings during winter term 2012. In order to make them all

happen, she had to send a sample trip itinerary, developed in conjunction with an educational tour vendor, to the RMCC Foundation Board of Directors in order for them to agree to allocate funds for the trip. These funds help cover the costs for students to participate. Without a certain number of students, usually a minimum of 6 to 8 registrants, a course cannot run either domestically or internationally. Without funding assistance for courses (study abroad or otherwise), there are fewer students.

In the end, the RMCC Foundation approved an allocation of funding for the trips, but only after a discussion over what was meant by 'free day' on the itinerary, a question of heated debate by one particular foundation board member who was suspicious of sending students off to have "free time" in London. A 'free day' simply meant that faculty were expected to use those days away from tour vendor-related group activities to focus on specific course delivery activities. Lexie commented that "this almost got shot down because of the way that itinerary was worded."

She also knew that each year it's a challenge for the students to be able to participate. The Foundation funding helped, but financial issues still remained a big consideration for student participation. She clarified:

> And that is probably the biggest struggle I think community colleges face, is comparatively the reason people are here, often, is financial. It's not to say that we don't have a population who can do [study abroad]. We do. We have about 18-25 each year who can and do, but a lot of them use student loans and a lot of them use, you know, Pell grants to do [study abroad]. So, you know, if they're using their whole Pell grant on this, rather than a whole year of college and then I feel bad sometimes about that.

She recalled when she was first approached by the then president of RMCC to revamp the International Education Committee in 2007 after it had been dormant for several years. She was nervous about it in part due to the inconsistent support from the

administration for the position, particularly in the moral support and administrative backup areas. She agreed to take charge of international education initiatives, which now range from study abroad to looking at how to infuse international education into the campus curriculum because, she said, "it's something that I believe in, is so vital and so important to these kids, their education."

As chair of the International Education Committee, she was responsible for spearheading the process that brought these travel/study courses to fruition. She, with some assistance from other committee members, decides upon a travel/study location initially and then reviews faculty proposals for courses and tries to help make them happen. Finding professors who are actually interested in participating was a challenge:

> I've found really that I go around begging people to teach abroad more than I have faculty who come to me and want to do it. It's a harder sell than I thought it would be, I have to say. . . . And I think a lot of the faculty are like, "Well, what would I do with my kids for that time?" . . . I think they are nervous about doing it themselves if they haven't had the experience, let alone being then responsible for 21 students.

Faculty must be recruited well in advance to ensure the courses are put on the schedule, but students must be recruited early as well. For the logistics and funding to be solidified, enrollment for these January 2012 courses had to close in September 2011. Student recruiting began around April 2011 with a flyer Lexie developed listing five course options for study abroad during winter term 2012. In the end, three courses ran with face-to-face, faculty-led instruction on the trip, and one additional online course sent a few students with assignments to carry out in London with supervision. In addition to being the overall faculty director, Lexie held supervisory and content responsibility for her own students as well as another course's online students. A nonfaculty staff member from RMCC accompanied three students on a tour of London, not associated with a

course or credit. This was the first time such a person was included on the travel/study trip. She came under the auspices of a 'student life' activity that was simply a somewhat organized and chaperoned trip for those RMCC students who wished to participate in a school-led London trip outside of a study abroad course. Including this 'student life' trip helped solidify the requisite number of students overall to obtain a more affordable group rate for tours and flights.

Lexie remarked that this particular study/travel course trip was quite a lot of work on the front end already even before classes started due to the approvals and funding logistics as well as student and faculty recruitment. When speaking of the course itself, she was really interested in seeing it come together. The course was designed to meet several times in the weeks prior to the trip for face-to-face class time. In preparation for class time on campus and abroad, she had redesigned the way she taught this course compared to previous iterations of it, and she was excited about it: "Now I'll tell you what's neat. Teaching it in London, from the process perspective, I'm rewriting the course completely and got very excited about the assignment I came up with."

She planned to use the geographic location and resources there and apply them to the delivery of the course and curriculum to provide an enhanced teaching and learning experience for the students using resources found only outside classrooms and only in London. She contacted one particular European Union (E.U.)-affiliated office in London relevant to the course content:

> And said 'I have a group of American students coming. The whole concept of E.U. and regionalization and sacrificing bits of sovereignty is just foreign to them and they really need to know about it." So they [the office] said, "Absolutely, bring 'em by."

Much planning and recruiting and course redesign was required in preparation for this trip. She was partially motivated to pursue this because of her previous experiences teaching abroad and by the potential of what can happen for students:

> I'm doing it because it's the best thing that will have happened to these students and it will change their lives. When they go there . . . and they are not in this country, they become different. And they have that moment in all different ways and in all different places, and I hug them and cry with them each time each one of them has it.

She spoke about what she saw on a previous short-term study abroad trip as her students ventured out into the city of Rome for the first time on their own without a faculty chaperone. The students were happy that they could navigate a new place themselves successfully, and she felt that experience carried over into their campus life upon return: "They came home with this sense of empowerment that they did not have when they left."

She anticipated that one activity she had planned would make an impression upon a student with whom she was already familiar from a previous course:

> So when he sits in questions with the prime minister, that will be the greatest moment in his life. . . . *That will be an impactful* moment in his life to date. How do you not provide that opportunity if you know you can? If you have it within your means to do it, how do you not provide that opportunity for those kids?

She also looked at this trip from the perspective of her own discipline development, based on what had happened already with the design of this course and also her previous teaching abroad experiences:

> I think, again, particularly for community college professors, we don't often have the opportunity to go out into our field, so to speak. You know, we teach the same sections of the same 1 and 200 survey courses over and over and over again. . . . I think when you have that experience [teaching abroad], not only is it amazing for the students, it's amazing for you professionally. It reinvigorates you, when you're in your field—literally, physically in your field. It reinvigorates you

> professionally and it also helps what you do every day better. . . . It is a professional development.

She further explained:

> I mean, if teachers teach for the a-ha moment . . . well, then you *have* to teach abroad. Because they come in the most unlikely of places and they come in the neatest ways. And it really just reaffirms, I mean maybe it's just selfish, but I do this because it just reaffirms that I'm doing *exactly* what I'm supposed to be doing in the world and I'm doing a *really* good thing.

Lexie also viewed her leading of the study abroad courses as something to include in her portfolio for tenure and full-professorship consideration, which was coming up in 2013, along with sustaining the international education initiatives currently in place at RMCC. She explained, "As far as other personal motivations, not just this trip, but I mean the reality is that this is my 'college service' for tenure, you know? I do have a vested interest in making these trips go."

The above quotes describe Lexie's reasons for pursuing the opportunity to teach this study abroad course. Her motivations included her previous experiences learning abroad and teaching abroad and the chance to connect to her field and develop professionally, to share this experience abroad with her mother and daughter, to provide a certain quality of learning experience for the students, to use this as an example of leadership and service in her upcoming tenure and promotion process, and to further the sustainability of international education initiatives like these at RMCC. Even in the planning stages for this study abroad course, she had already begun to experience professional impacts and outcomes that included course redesign and a renewal of excitement and enthusiasm for the specific course and her field.

Laszlo

Laszlo had been teaching at RMCC for 12 years and had been tenured for the past 7 years. He is an associate professor of art and design who carried the responsibility of various administrative programmatic duties as well as teaching 10 courses per academic year. He performed service to the community by serving on local arts and civic boards as well as by judging art shows. In addition to that, he fulfilled some of his college service requirements by serving on approximately seven committees, including the International Education Committee. This is how he found out about the opportunity to teach a course in London in January 2012. He was approached by the committee's chair, within the context of committee work, about the possibility of adding a design course to the short-term study abroad offerings taking shape for winter term 2012.

He explained how he got involved rather late in the process of actually putting together "Typography 101" as part of the programs on offer:

> My development with this course was a little more in the back door. I was approached by Lexie and I'd been serving on the [committee] and we were trying to put together a component—design component—in a trip. And, so one interesting component about this trip was that lots of the trip was kind of planned prior to me getting involved. So, but, I think that that programming in the front part of the trip when we're in London is kind of your typical tour-based stuff? So I don't see much of it really related to the other disciplines that are there.

He approached the designing of the syllabus for this course, which he had taught on campus before, in a different way due in part to the geographical location and resources of London. He explained:

> I'm not even approaching it the same way. So there, because we're gonna be embedded within the culture and immersed there 24/7 for a significant period of time, we're going to really concentrate on what London offers as a typographical background.

He hoped to use the backdrop of London to provide a comparative experience for his students as well as an opportunity for him and them to take advantage of what they saw around them and learn from it.

> So there's probably going to be a lot of talking specifically on the fly about things that we see comparative to the way that we see them here and why they are structured that way, why they're using these kind of design strategies—are they different, are they the same?

Despite his vision of how to construct the learning activities in the course, he reported being "overwhelmed by the . . . possibilities":

> I found myself having to, *really* map things out kind of geographically, and I found myself frustrated a lot by having the burden late in the semester to kind of, establish—I'm a little nervous, but—to find ways to keep students moving in a specific geographical area and have programming for them, but also have kind of free time for them. You know, we're staying in a hotel and then we're getting up and we're leaving, so there's a huge burden on the faculty. It's not like we're teaching a course in a studio there. We're essentially on the street or finding areas to investigate, so yeah, that's been a real challenge.

Within specific curriculum and course activities, he hoped to use this trip to make international academic connections with professionals working in the same field: "And one thing that I'm gonna use this trip for is to start to look for developing those relationships to develop an exchange program through a specific school system there." The desire to start some sort of exchange program with an art school in London aside, Laszlo also wanted this experience for his students. He explained:

> I think that, for the students, every education should have an international component to the study of, especially with, art and design. There should be a significant component of exchange, meaning, I'm a real strong believer in that the study of art and design is very interdisciplinary and it's also intercultural. So, I don't feel it's a complete degree without leaving an area of comfort and exploring another way that we communicate with art and design.

He wasn't sure how doable that was through study abroad, since many students were underresourced financially and were only at the community college for a relatively short amount of time. He suggested that a bachelor's degree-level program might be a more appropriate place for study abroad:

> As they are a candidate in a program of study for their bachelor's degree, I think there's more time to explore international education. I think that there are other ways to do it within the curriculum at an associate's level, and I think that that's by broadening the perspectives of the courses that we teach and rewriting some of the conditions of the expectations and the outcomes to include more international-based experience. Not necessarily, maybe, having to travel. Because . . . most of the design and art students that I have are anywhere from one to three semesters [here]. It's atypical that students stay here and graduate. Most of them take the knowledge, take the development of their art and design, and apply it, prematurely, to their associate's degree. So, a lot of the best students I have typically leave in one, two semesters.

He had just three students registered for his typography course in London, whereas he was used to teaching to about 20 students in a course offered on campus. Student interest and financial resources were a challenge as far as recruiting for London. One of the other things he noted was a perceived lack of international education support from the administration:

> Well, I think there's a disconnect between the administration and the faculty relative to really growing an international education initiative here. I think that there, you know, on paper, there's a support, but there's really no established framework and structure. . . . The prior administration wanted everything to transfer, right, so that the international education experience was also a class that transferred and that just is not in alignment with the way I think about international education.

He further noted:

> Since I was fitting this course [Typography 101] into the international education experience, I felt somewhat deflated in my ability to translate that course into the time period we had.

Still, he was looking forward to working with his students in an environment where he didn't necessarily have control of all the resources and activities due to the unfamiliar teaching terrain. He said:

> I'm a very 'in the moment' type of teacher. I like to relate what's happening, currently, to the students and then relate that to what's happened in the past. So personally, you know, I like having things kind of unexpectedly happen, so I am actually looking for those things and I think that I'll take advantage of those things as I find them.

It was not only the prospect of teaching in a new, sometimes unexpected, environment that appealed to him. The opportunity to do other professional and personal activities also interested him, as he explained:

> What I'm hoping comes out of this for me specifically, professionally, I want to continue to develop more study abroad opportunities and then I want to relate them back to some research projects that I have and art and design interests.

Providing an intercultural art and design experience for his students and building connections for a potential exchange program were two of the professional-related outcomes Laszlo desired. He also hoped to relate his own experiences with what happens in London back to art-making interests, specifically with his collection of discarded items:

> In my own research and work, I am a collector of things that I find. So you'd typically find me bending down, picking things up, specifically if they've been rained on. . . . So, that's a project that I've been doing for some time, so I'll be interested in reconnecting with that.

Reconnecting with his art was just one reason to pursue this teaching opportunity. Additional reasons for pursuing this study abroad course opportunity stemmed in part from his belief that interculturalness and interdisciplinarity were very much a part of the study of art and design, and studying abroad could allow for the chance to do that with

students. He also anticipated being able to further his professional interests in creating a more robust exchange type of program as well as collect material for his artwork. He welcomed the challenge of a rich and active geographic location from which to draw lessons, some planned and some spontaneous.

Olivia

Olivia is an associate professor of English who received tenure in 2006 and had been at RMCC for almost 11 years. She was the lead instructor for English 101 and spent her time mentoring adjuncts who teach that course in addition to being an advisor to a student group that produces 'activist theatre.' She sat on several committees, including the Steering Committee on Re-accreditation and the International Education Committee, of which she had been a member for 3 years.

This was her first time teaching the course slated for the study abroad trip, a course involving the life and times of great writers and their works. Not only that, but she explained that "no one has ever done Shakespeare in it either, so it is basically building a new course." She anticipated that the geographic location in London would work well within the context of this course:

> And through this course you look at not only the works but also the life and times of the writer and see how they informed the works. And so I think going to London and being able to see the places and be in the places is a wonderful opportunity to be able to connect the life and the times with the works themselves.

Over the winter break, she became more and more excited about using London as a learning resource, and this prompted her to consider rewriting an assignment from her newly formed syllabus. She explained:

> I think I am going to change what I had originally planned for their final essay to be how has your vision of Shakespeare, your understanding of Shakespeare been changed by being in London and how will it forever now be different than how it was before you had this opportunity to be there. It's just all kinds of wonderful. I just get very excited. I don't know which one I am more excited about—going to London or teaching Shakespeare. Probably teaching Shakespeare in London. It's just amazing.

In addition, she reformulated her standard research paper assignment more as a primary research endeavor, with the students taking advantage of the places they visited and people they met to explore Shakespeare's life and works: "The research paper is going to really kind of be a unique thing. I have not done this before." Part of the rationale for conducting the research on site was related to the students:

> Shakespeare is not their favorite thing, so I am really kind of excited because for me this whole journey is kind of very personal. I wanted to help get the students to feel that way about it too and get excited about it.

She reflected on her path to developing this course and feeling how exciting and important it is to make the content relevant and meaningful to students:

> Being able to see the opportunities for connecting what we're doing in London to what we're reading and how that can make the experience of reading Shakespeare so much more alive and so much more real to them so that it's not just words on a page, especially to people for whom it is just words on a page.

She spoke about how this course writing and preparation process had renewed her enthusiasm for the field: "It gets kind of boring teaching English 101 two and three times a semester and reading all of those papers, and the opportunity to do something on a professional level that is so different and so exciting for me." In creating the structure and assignments and deciding what to include in the syllabus, she had begun to experience "that joy of research again, which I don't get the opportunity to do as much as I would like."

She had been using the Internet as the main resource for planning her course activities, with some assistance from her International Education Committee colleagues. She described her search process:

> Getting online and just thinking of places I want to go. Lexie would shoot back at me things. . . . So she's been a big help in sending different things but mostly just getting online and putting in Shakespeare and putting in London.

Initially, she did not plan to have her course meet face-to-face prior to leaving for London. At student request, she had scheduled two preliminary meetings prior to the study abroad trip in order to discuss some of the Shakespeare readings and do introductions. She anticipated that "the rest of the discussions can go as we are traveling."

As she reflected on the process of how she became involved with teaching this course, she told the story of how she was brought into an administrative-level conversation around compensation in a manner with which she was not comfortable:

> One of the big things that we ran into to begin with is because I only had 3 students and Laszlo only had 3 students, they wanted to pay us an independent study. And that is $200 a student. And, me being me, just said if that is what they are going to do, that is what they are going to do. Well, Laszlo being Laszlo said no. And he called me up and he said, "Are you sure you want to?" and I said, "Oh, I didn't even know I could say no." Unfortunately, this was at the administrative level and they were saying, well, Olivia is doing it, why don't you? So unfortunately, Lexie is the one I emailed and said "Lexie, no, don't use my name that way. Don't use it against someone else." And then they eventually said they are giving us adjunct pay now to teach these courses because on top of teaching it and developing a totally new course for me, we are also chaperoning 22 students and there's four adults, so there's still that 24/7 for eight, 10 whatever many days we are going to be there we are responsible for these kids.

Despite the reduced compensation, she was pursuing this not only for the learning opportunities that a travel/study course to London would afford her students, but also for the opportunity for herself. She said:

> Well, first of all, I have never been to any foreign country except Canada, and I grew up in Detroit, so that was no big deal. And so the opportunity to go overseas was a big one for me and in a venue that I was comfortable with and could afford.

She further explained:

> Certainly on a very personal level, I hope to gain the confidence to travel again abroad. . . . I think this is a great opportunity going to England where they speak somewhat the same language—that it will be a good first step, I think. On that level I am hoping to gain that.

Olivia's reasons for leading the travel/study course were similar to what her colleagues had mentioned. The opportunity to provide a more engaging type of learning experience for her students, the excitement around researching resources for a new course, and the chance for a change of pace from the usual routine of basic-level course teaching all appealed to her. In addition, she viewed this trip as an opportunity to go overseas within the context of a familiar group. She was hoping to boost her own confidence to travel more in the future and would use this experience as the first step in that goal.

The above vignettes provide some background information on each of the faculty members and also answer the primary research question about motivations and desired outcomes in the context of faculty-led short-term study abroad. The vignettes also begin to answer the question of how such an undertaking influences professional practice, particularly in the preparation stage, through course redesign and a renewed enthusiasm for subject matter. The thematic analysis in the next section further highlights how faculty-led short-term study abroad courses influenced the participants' professional practice.

Outcomes of Leading a Short-Term Study Abroad Course

This section of thematic analysis describes the faculty outcomes of this case study within the overarching theme of generalized professional practice outcomes. Subthemes include teaching and learning; internationalization; connections made with students, colleagues, and disciplines; and the multiple roles faculty must play due to the round-the-clock nature of study abroad. Within the subthemes are further descriptors of the professional practice outcomes resulting from preparing for and leading these short-term study abroad courses.

Generalized Professional Practice Outcomes

Professional practice for faculty members includes activities associated with teaching, learning, and service. Professional practice outcomes occurred in all stages of preparing for and implementing the study abroad course. Beginning with the writing or rewriting of course syllabi in preparation for the trip, the act of tailoring and designing a course around a particular geographic location and resources served as a refreshing activity for all three faculty members.

The following section discusses other outcomes for professional practice across and among the participants that can be categorized as impacts on teaching and learning. These data were taken from researcher observations and faculty thoughts on how they implemented their study abroad courses and how they would use their London experiences to teach other courses in the future. The themes of internationalization, their ability to provide a certain quality of student learning experience or not, and how future on-campus courses may be impacted are presented.

Internationalization of teaching and learning. Faculty found several ways to integrate an international, intercultural, or global dimension into the delivery of their courses. Whether purposeful and planned or organic and spontaneous, examples of actual or anticipated internationalized practice were present in all of the faculty interviews as well as some observations.

The guidelines used for identifying and categorizing mentioned or observed instances of internationalized teaching and learning were taken from the American Council on Education (ACE) publication *Building a Strategic Framework for Comprehensive Internationalization* (Olson et al., 2005). This publication and competency guidelines resulted from the multi-institutional Working Group on International Learning, a project facilitated by ACE and funded by the U.S. Department of Education. This working group was convened to study what constitutes globalized learning within higher education. Learning was defined as knowledge, skills, and attitudes that students should possess after an educational experience. The learning outcomes and competency guidelines for what constituted internationalized knowledge, attitudes, and skills were developed as a result of this group's work.

All three faculty members modeled and/or facilitated the internationalized competencies of knowledge, attitudes, and skills either by practicing them themselves or encouraging these competencies in their students through activities and assignments. Tables 4.2, 4.3, and 4.4 summarize the competencies of knowledge, attitudes, and skills, in which format they were demonstrated or expressed, and by which faculty members. Some competencies were explicitly referenced by faculty in the syllabi or interviews, while others were present in researcher observations of faculty activity. Below each table are

narrative descriptions that use verbal and written quotes from and researcher observations of each participant to support examples of internationalization competencies within each of their practices.

Knowledge. Table 4.2 and the subsequent narrative describe the set of knowledge competencies that should be part of an internationalized teaching and learning experience.

Table 4.2
Internationalization Competency: Knowledge

Competency: Knowledge	Reference in syllabus	Reference in interviews	Present in observations
K1: Knowledge of world geography, conditions, issues, and events	Laszlo, Lexie	Laszlo, Lexie	Lexie
K2: Awareness of the complexity and interdependency of world events and issues	Lexie		Lexie
K3: Understanding of historical forces that have shaped the current world system	Lexie, Olivia	Laszlo, Olivia	Lexie
K4: Knowledge of one's own culture and history		Lexie	
K5: Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette	Laszlo	Lexie	
K6: Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews	Lexie	Laszlo	Lexie

Through assignments and activities, students in Olivia's class were able to experience and understand the contextual force of Elizabethan England not only on Shakespeare's works, but also on the Protestant-Catholic tension in the region that has existed through history into the modern day. An example from Olivia's syllabus is the final essay assignment demonstrating K3: Drawing on student experiences in London, writings in a travel journal, and notes on the plays, she asked students to write an essay on how Elizabethan era "language, customs, celebrations/holidays, social roles, gender

roles, food, dance, music, clothing" were depicted and used in at least one of Shakespeare's plays.

A quote from Olivia's field interview where she was reflecting on a visit with students to the infamous Tower of London also indicated a student's grasp of historical context and influence:

> When we were down where the torture chamber thing was . . . and we got together in a group and [student name] was saying, 'Elizabeth is the one who used this stuff more than anybody else.' And it kind of hit her, you know, this whole Catholic-Protestant thing was bigger than they had even thought, and so we talked about that.

An example demonstrating K1, K2, K3, and K6 from Lexie's syllabus is the course description:

> This course introduces students to the comparative study of politics and governments. Following an overview of political systems, the instructor selects representative countries from both the developed and developing worlds and highlights issues including political culture, participation, government structures, and public policies in each. Using case studies, students engage in comparative political analysis of both historical processes and current issues facing countries domestically and internationally.

An example demonstrating K1, K2, K3, and K6 from researcher observations bears out the aforementioned objectives in Lexie's syllabus. In their first morning meeting of the class all together in the lounge of the hotel on January 17, Lexie and students discussed a current issue in the local London/U.K. news pertaining to the recent referendum in Scotland to separate from the U.K. The discussion included the history of Scottish independence, the implications for rejoining the E.U. and NATO as a sovereign country, and the course concepts of national identity and what makes a 'good society,' all within the context of the current event of the referendum vote.

Competencies K1 and K5 were described in an after-return interview where Lexie shared her new knowledge based on what she saw and did in London and how it can and does contribute to curricular changes and her teaching:

> I certainly have an incredibly deeper appreciation and understanding of the parliamentary systems and having watched them and how all of that works, the nuances, really. And I think that that's, well I know I am teaching comparative politics this semester, so I know that that's coming out. I took a lot of photographs, a lot of video and stuff like that when I could wherever I was, and I am incorporating those into my PowerPoints. . . . I can go into a classroom and where there are areas or things that I have now experienced, I can just tell a better story, and I can just convey what it was like to be in Stalingrad better with that photograph and having seen that [in the Imperial War Museum in London] and understood, kind of, the context myself; it helps me do that for others. The little details I think are the things that fascinate—you know, that catch students' attention. It's not something that they could read in a book, and so when I can bring that back, I do.

Examples of many different ways of conveying information and communicating through type and graphics abounded in Laszlo's elaborately decorated syllabus, which could be categorized in the knowledge competency K5, which includes intercultural communication concepts. The syllabus sections on British graphic designers, typographers, art schools, and industry publications served as introductions to K1 and K5 as well.

In his predeparture interview, Laszlo spoke about introducing students to the various ways typography is done in and around London, addressing K1, K3, and K6:

> And one of the great interests here was a comparative scenario comparing visual communication in the States to visual communication and the way that designers are working with type, and establishing connections with design, with fonts, and the way that that works. Because in England, at least, there's a lot more physical connection to processes and techniques of the past that we're not necessarily connected to academically.

Being aware of new and different ways to communicate with fonts, using new knowledge to better explain political concepts in a comparative manner, and making the connection between historical events and culture are all examples of ways the faculty members modeled internationalized knowledge competencies.

Attitudes. Table 4.3 and the following narrative summarize examples of internationalized attitudes that should be facilitated within an internationalized learning and teaching experience and were present during the study abroad undertaking.

Table 4.3
Internationalization Competency: Attitudes

Competency: Attitudes	Reference in syllabus	Reference in interviews	Present in observations
A1: Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking	Lexie	Laszlo, Lexie, Olivia	Laszlo, Lexie, Olivia
A2: Tolerance for ambiguity and unfamiliarity	Lexie	Laszlo, Lexie, Olivia	Laszlo, Lexie, Olivia
A3: Sensitivity and respect for personal and cultural differences		Lexie	Olivia
A4: Empathy or the ability to take multiple perspectives			Olivia
A5: Self-awareness and self-esteem about one's own identity and culture			

All faculty members experienced certain levels of tolerance for ambiguity and unfamiliarity as demonstrated in several quotes. The trip itself was full of unfamiliarity and ambiguity in terms of resources available in the geographic location, lodging issues, personality issues, cultural issues, and the like. Whether it was helping students and themselves alike navigate an unfamiliar subway system, make food choices, figure out which direction to go on a map, or experiencing a new place for the first time, there were ample instances of how faculty members demonstrated a tolerance for ambiguity and

unfamiliarity (Competency A2) during teaching and nonteaching times. A few examples are described in the following narratives and quotes.

In his predeparture interview, Laszlo alluded to the unfamiliarity and ambiguity of him running a course at all:

> This trip was kind of up in the air if I was gonna go or not relative to the amount of students that we had. So, I wasn't totally invested until the latter part of the semester. It wasn't until the middle of, or the early part of, November that I really did know for sure that I was gonna really go.

Nevertheless, he put together a comprehensive syllabus and went ahead with the course for January. Another example of Laszlo's tolerance for ambiguity and unfamiliarity was when he and the students, along with the researcher, went in search of Alan Fletcher's "Alphabet Gates" near the Notting Hill neighborhood. Laszlo knew the general area of where they were supposed to be located and we spent an hour searching for it among the iron gates of residences. We never did locate it, but he engaged students all along the way by pointing out different typefaces used in street signage and numbering, as well as coming up with impromptu name-that-font quiz questions for the students. Even though the famed gates were not found, Laszlo made navigating unfamiliar streets and the ambiguity of what we were really looking for entertaining and educational.

A similar thing happened with Lexie and her students and the researcher as we were leaving Westminster Abbey and heading towards the Jewel Tower. Referencing a map, Lexie led us in the direction that she thought would lead to the Jewel Tower. After a short distance, she asked two policemen if we were heading in the correct direction. They told her and the group that we needed to walk in the opposite direction, which we did. Shortly thereafter, Lexie consulted with the researcher about her feelings regarding the

accuracy of the policemen's directions. The researcher was doubtful. It turned out that the initial directional travel had been correct all along. After several more minutes of navigation, Lexie let out a laugh when we arrived at the Jewel Tower only to find it closed for the day. She then promptly led the group to a statue of Oliver Cromwell nearby and conducted a spontaneous history and politics lesson using the statue as a focal point.

Competencies A1 and A2 also appeared in written documents. In the Procedures and Policies section of her syllabus, Lexie wrote: "Please be open to new experiences, including food, languages and social customs. I hope you will try things—it is part of the learning experience."

Competencies A3 and A4 regarding sensitivity to personal differences and empathy were demonstrated through a nonteaching, but still educational, moment on the trip between Olivia and a student who was not in her course. It came at the site of Shakespeare's grave, and several students and Olivia herself were visibly moved to tears about being there. A student who did not quite have the same feeling in terms of the significance and meaning of the site made a comment to Olivia about what he thought to be the best thing about the place. In this nonteaching moment, she was able to convey the meaningfulness of place by her countenance and her comments, which transformed one student's attitude towards the experience. She recalled:

> And the one kid who said that the best thing about this room is the stained glass, and I made some comment to him. And he came up to me later, he goes, "You know what, you taught me something about—that I have to respect that other people are so in awe."

Competency A5, "self-awareness and self-esteem about one's own identity and culture," was not explicitly mentioned in interviews or syllabi, nor directly observed by the researcher.

Skills. Table 4.4 displays the global competence skills outcomes that should be fostered in an internationalized teaching and learning experience and that were present in various facets of the study abroad endeavor.

Table 4.4
Internationalization Competency: Skills

Competency: Skills	Reference in syllabus	Reference in interviews	Present in observations
S1: Technical skills to enhance the ability of students to learn about the world (i.e., research skills)	Lexie	Lexie, Olivia	Laszlo, Olivia
S2: Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge	Lexie	Laszlo, Lexie	Laszlo
S3: Communication skills, including the ability to use another language effectively and interact with people from other cultures	Lexie	Lexie, Olivia	Lexie, Olivia
S4: Coping and resiliency skills in unfamiliar and challenging situations		Laszlo, Lexie, Olivia	Laszlo, Lexie, Olivia

The course syllabi contained several references to research, comparative, and critical thinking skills (Competencies S1 and S2). In particular, Lexie's syllabus referenced research skills within the course objectives: "At the end of the semester, successful students will be able to: Recognize and analyze primary and secondary sources of information; utilize texts, research databases and the Internet for historical research."

In addition, her students were expected to complete several assignments and conduct research in a comparative manner in London. She said:

> Their first assignment was simply getting used to comparative analysis. So, what's the same, what's different about here and about home and, you know, the city and the layout of London, the communication—how people communicate, driving out into the countryside and those kinds of things.

In speaking about a choice for a particular museum visit where they could collect data for their research, she said:

> After that, we're gonna all go to the Imperial War Museum together, so again, it's a place where I'm gonna make everyone go to that 'cause I think that everyone will be able to find things there that are related to the concept, the theme, 'the good society.' So no matter what their particular research topic is, there's gonna be a lot there.

Olivia, too, planned several site visits around the opportunities for her students to work on their 'I' search research papers on whether Shakespeare actually wrote all of his works alone or with others. She thought that worked really well for her students. She said:

> Having the research be onsite, being there, talking to people there going to the different places, that to me was very exciting and that worked very, very well. Their papers were just amazing. They wrote very interesting papers on the authorship question because they were able to talk to people. I think they got more input on that than they thought they would get while they were there.

During an excursion to the Design Museum, Laszlo and his students discussed the different exhibits on each floor and compared and contrasted how each one was curated a bit differently and had different "feels," though they were all linked in some manner. The discussion included opinions on the exhibit including functional objects such as telephones, table lamps, and iPhones and how they were displayed in such a way to really showcase their aesthetic design and how functional objects can be art projects. There was mention that this way of thinking about functional objects and design may be uniquely European.

As detailed in the vignettes and themes above and further explained in following sections within this chapter, coping and resiliency skills (Competency S4) were demonstrated by all faculty in their ability to handle finding themselves in unfamiliar

locations; having to juggle multiple, unfamiliar roles; being fatigued; and the general 24 hour-a-day nature of teaching and chaperoning a short-term study abroad course. The planning and implementation of this short-term study abroad undertaking provided examples of internationalized faculty practice, particularly in planning and implementing teaching and learning activities. There were also other types of teaching and learning impacts other than what could be described as internationalized teaching and learning. They are described in the following section.

Additional teaching and learning impacts. Faculty reported that the process of preparing for and leading a short-term study abroad course influenced both teaching experiences and student learning experiences at various stages. As was demonstrated in the opening vignettes, the faculty had to rewrite much in those courses they had been used to teaching on campus, requiring them to come up with new approaches, assignments, assessments, and materials as a result of the London location. One faculty member had to compose a whole new course altogether, as the course chosen to be offered within the study abroad trip—English 204—she had never taught before and she chose the curriculum and contents to fit the London location. There were also teaching and learning impacts that occurred during and after the study abroad trip.

As the opening vignettes show, all faculty members were excited to use resources and the location of London as central to the delivery of their courses. Faculty reported several instances of having their teaching and learning affected by the location, resources, and situational factors associated with implementing the course while abroad. Instances of both enhanced teaching and learning quality and diminished teaching and learning quality as described by the faculty members are reported below.

Lexie summarized how teaching while traveling can be different than teaching in a classroom setting. Some instances of learning were enhanced by being abroad while other opportunities for learning were compromised:

> I just am more in control in the classroom and I know they are getting what it is I want them to get out of something because I am telling them and I'm showing them and they're writing it and then I'm reading it and we are going through it and I am always much more aware of how far along they are. Um, when you are traveling that just doesn't happen, and that can be bad and that can be great, because the unintended learning, you don't get in the classroom but you do get when you travel. So you know, to me, it can go either way, and it often does go both ways. . . . I was disappointed in their papers. I don't think that I got exactly what I was looking for academically in that regard, but I do think that there was a lot of learning going on, taking place. I think what I really noticed with their research papers was not necessarily the quality of the analysis, but it was interesting what topics they ended up choosing and what they ended up doing. And so, it is a give and take and you have to be able to give up control over content and be a little bit more reactionary to what your students' needs [are] there.

Due to an evolving situation with one student in particular who ended up being sent home in the first few days of the trip, Lexie's role of faculty director took her away from her own course's students at the outset of the trip. She wasn't able to begin her teaching role as soon as she'd planned, and she felt her students and the course were affected adversely by this. As she was dealing with the troubled student situation, she was "consciously aware the whole time that my poor students were now spending the first three days in another country that they have been excited about and planning about without really any guidance or instruction from their professor." She felt that the assignments they worked on during the trip and eventually submitted could have benefited more from her guidance:

> I feel like I wasn't there for them the first 3 days of the trip and to be able to kind of keep them on track and say: Hey, are you working on this piece and that piece. I was playing catch up the whole time, so I felt a little disappointed as far as the coursework piece itself on my end.

Lexie's students, and students of the online course, were given the opportunity to observe the questioning of the U.K.'s prime minister by members of Parliament, a weekly tradition within the House of Commons. Lexie acknowledged that she may not have taken as much advantage of this learning opportunity as she'd hoped due to her planning process and having to be in multiple places at once due to limitations on ticket availability for certain site visits:

> The way the tickets worked out with the prime minister question time, I had to leave that early and leave the students there, and I feel like I missed an opportunity to negotiate more or facilitate more conversation that probably would have happened there.

However, she was encouraged to see that her students did come together on their projects and work together while abroad to achieve the assigned tasks for the course:

> There is much more of a sense of group project, group purpose, obviously when they were traveling. And I felt like that came together really nicely and I think that for the most part most of my students . . . did stick together and work on their things together.

Concerning his particular experience of leading his students, Laszlo spoke about the opportunity for connections and high-level critical thinking that presented itself on their first course-specific day in London:

> I mean, the first show at the Serpentine was by a Brazilian artist, Lygia Pape, who I wasn't familiar with, but was very particularly relevant because of the way that she looked at art as a system of communication. So, right during the first day, I could see the connections that students were making to the work which was far superior, you know, than we normally have when there's a critique. . . . I would say in that period of time, just that first 4 hours, we made more connections than I typically make with students an entire semester here because even though I didn't really know what was going on, I was able to adapt to the stuff that we were seeing.

Though he was pleased by the high-level thinking of the first day in London, Laszlo's return interview reflected more on how the small number of students and their

varying interest in the subject made it more difficult teaching on this trip than what he'd been used to on campus:

> I think there were some real differences in the level of interest in the students that I had. So, I have one student that's very interested in the material. I have another student that's kind of interested and then I have another student that I think is not sure what she's doing and why and I think is more here just for the experience of international travel. So to me that's kind of difficult because it really comes down to just one student that I really feel like I'm able to connect to, you know, and I'm used to teaching this class to 20 students and it's all related to art and design and production, so that was hard.

Though he tried to plan a visit to the Pentagram design studio well in advance, his emails and calls undertaken prior to leaving for the trip went unreturned. He and his students, with the researcher tagging along, took a chance on just dropping by the studio on one of the course days. The receptionist there agreed to give them a quick tour of the offices. Though it was not the same quality of experience as he'd hoped for and tried to plan for, he did find some use in it. Laszlo described it:

> I felt really rushed in there, but that's what we had, so I think that the students—these students—I think this is the first time they've ever been in any studio and to be in *that* studio which is a great example of a system. You know, it's a business system. So I think what was important was seeing the way that the system was organized and how the structure of that organization is a business. . . . So I think overall they got a little bit of taste of what that is, but it would've been much better if we could've met some of the designers, talked to the designers, seen some of the work in progress, met a partner, talked to a partner. That's what my hopes were.

He used his individual class teaching days to spend some time at discipline-related schools with his students, which allowed them to experience other learning approaches and environments:

> But we were able, as far as kind of touring places, you know, Central St. Martin's, Goldsmith's, and Royal College of Art, so we were able to see kind of how schools exist and it was really eye-opening to the students, especially Royal College of Art which was just outstanding. . . . The entire place was populated

> with work and I'm not particularly sure if we just ran into kind of a year-end show or something like that, but I think it energized the students into thinking that they needed to consider—the kind of output that they needed to have should be greater.

Despite being able to take advantage of the surroundings and resources on some occasions, Laszlo also focused on the influence that time and the group tour scenarios had on the way he delivered the course learning experience:

> I found it less valuable being on the tour, much less valuable being on the tour part, than working with my students individually. . . . Most of those excursions were foot tours and I think that that was difficult. Because I was trying to look at ways to tie things in typographically and I was able to make those tie-ins, but not at all to the level that I thought I was going to be able to because we were never really settled. I was never really able to congeal the group and then talk. That was a big issue, too—was reflective time on the trip, which is probably pretty standard in a trip like that, but that's a main issue.

Though in a previous quote Olivia expressed how having students doing on-site research enhanced their learning experiences, like Laszlo, she also commented on the influences that such factors as time constraints, being abroad, and student interests had on her course delivery:

> Because of the condensed time, it is just a whirlwind of trying to get information in. And the problem with the travel course the way it worked is the students went there with their own agenda of what they wanted to make sure they got in. . . . I mean I couldn't make it fit Shakespeare in many ways. So the mix of them being able to do what they wanted to do on a trip and actually doing coursework is not something I have ever had to deal with in a course before. . . . Not having the structure of class periods and all those kinds of things lent itself to some problems as far as getting assignments done and actually, like I said, having time to actually discuss the literature. . . . So, it was a lot less structured, which can be a good thing, but I think I would use that to my advantage if I was to do it again more, but it's just like the learning curve was just huge, and I don't think I did as good of a job with this class as I would have liked to.

She did feel that the planned and unplanned excursions were of benefit to her students and their learning:

> All of the excursions were wonderful in one way or another, Shakespeare-related or not. Just wonderful things happened for these students. For both mine and the other students who were with me who were not necessarily mine. So, I think even outside of the classroom material this is so valuable to these guys. . . . As far as the class content, the things—Stratford was probably the most amazing place for all of us. The ladies took at least 8 to 10 pages of notes while we were there.

Olivia also spoke about the role reversal she experienced, where she became the follower and one of her students took the lead:

> She [the student] just went in there and was like let's do this and let's go there and then she realized she is really good at maps and she can really figure out. So it's like, I am willing to follow, that is not a problem. So that was very cool.

Olivia also remarked on being physically located in London and the influence it had on her teaching:

> The place becomes much more of a teacher, and I just have to make sure that I am drawing their attention to—to the teaching things—to things that are teaching them. But it is the place, where they are researching not out of a database, not out of books, but out of the place. It's just extraordinary and so much more meaningful.

Teaching and learning outcomes would potentially go beyond the writing of new syllabi and implementing new lessons in the field associated with these specific courses. Lexie mentioned that in one of her spring 2012 courses she was able to use materials she picked up in London to more accurately depict facets of Russian soldiers' lives in a recent lesson. Olivia said she is already thinking about using the approach to student-led research and writing she used in London and applying it to two different types of classes:

> I am already thinking—and I didn't have time, because of the trip I didn't have time to reformulate anything for this semester—but for my drama classes I think is where I will start—doing something different with the research assignment there. . . . I am not sure exactly where that is going to go, but this summer I'm gonna do some thinking about how I would restructure that.

Olivia also commented on the meaning and emotion she will bring to classes from now on because of her experiences in England:

> I mean, I stood in front of the first folio at the National Library, and that—if only in the emotion, the additional emotion it gives me about Shakespeare—I think that that will infect my classes and will make the teaching of Shakespeare even more enjoyable from now on, and makes me think that I would like to teach this 214, the class, again even if I don't travel, because of how much I have come to really, really love that experience of seeing so many things connected with Shakespeare. The fact that I broke down and cried at the Tomb, I mean, I did not really expect that . . . and when I teach Shakespeare next time, they're gonna hear about it.

Laszlo planned to use materials he picked up in London as part of an assignment for students he was teaching in spring 2012:

> It's gonna be used for the graphic design class so what the project is [is] a book-making project, but students have to pick and choose a theme to explore and they have to present an idea in the form of a book.

Planning for and implementing a short-term study abroad course had impacts on teaching and learning throughout each faculty member's experience. From devising or revising a syllabus to returning from the trip with new ideas and new materials for future courses, leading these courses had specific and immediate influences on internationalized practice as well as disciplinary content. However, impacts on professional practice extended beyond the realm of teaching and learning and into faculty's professional relationships and future career plans.

For faculty members, professional practice includes not only teaching and learning in a traditional sense, but also interactions that occur within a professional context related to their field, colleagues, students, and overall work environment. The faculty within this case reported several examples of how this undertaking further influenced their professional practice while on the trip and afterwards. These impacts are

summarized in the subthemes of "Connections" and "Unexpected Roles and Physical Fatigue." The connections subtheme includes faculty reports of the way they connected with their discipline in the field, the way they connected with students in nontraditional ways, and the way they connected with colleagues while abroad. The multiple roles subtheme encompasses the multiple roles that faculty juggled while leading the study abroad courses as well as how they coped with other situational factors such as time and fatigue.

Connections. *Disciplinary connections.* In each of the opening vignettes, the faculty members mentioned how creating or rewriting their course syllabus renewed their enthusiasm for their field through the possibilities that teaching in a new, specific location provided. Once there, the faculty found that the opportunities for connecting with their discipline again provided memorable experiences that enriched their disciplinary knowledge, gave them further enthusiasm for their field, and connected them with other professionals in their academic fields.

Olivia described her experience at visiting Shakespeare's tomb:

> When you get to a place where the actual historical event occurred, there seems to be a vibration in the air and there is something there, and even walking into the church, I just felt like the air changed. There was something different here. And I didn't feel it as much even in his house, though there was some of it. But when I got to that tomb it was just: here's the man. I have been adoring his work for years. We've been adoring his work for centuries. . . . But there was just something about that—I guess it's the power of the works condensed into that one little spot. You know the power of the language—all of that—it came from there, and you know, I just, it was just overwhelming—just wonderfully overwhelming. It was a very good thing.

While abroad, Laszlo talked about the things he planned to do on his own, during the one day of nonteaching time, related to his field interests:

> I actually want to explore a couple of places that I found that I didn't know about while I was here. There's an interesting exhibition about painted Mexican signs that I think's interesting. It's at the Wellcome Collection and I'd like to get to the British Museum and possibly see the British Library.

He also spoke about the richness of London for connecting with his field:

> The last time I was in London was twenty-something years ago, and it was only for a short period of time, a few days. I didn't realize the level of design-related connections. There are at least six schools that have very active programs in design, and there just seems to be a culture there of, you know, there's a design museum and there's more of an appreciation to design as a component of the arts, whereas here [in the U.S.] I think there's more of a separation between art and design. I was mentioning to my wife, who's all for moving abroad, and she agreed because she's an architect. . . . There's real strong connections architecturally in London, and we were just thinking it'd be great to move and try to, you know, while we're still young, so to speak. . . . You know, take some time in a new place. So, yeah, yeah, I felt really charged up by the city. I think it's a great place to study.

Lexie talked about her excitement at being able to see other nonacademic professionals in her field and what that meant to her and her students:

> It's kind of exciting for me to go and meet the guy who works at the E.U. Commission and to go into Parliament and to sit there. I am enough of a geek that I just love that kind of stuff. But I also think it's good for my students to see . . . because people say to me . . . "What do I do if I major in political science? What can I do? Just teach?" No, that's what you see me doing. But let's look at what other people do.

The reality of faculty connecting and reconnecting to their disciplinary field while abroad proved a source of excitement and support as faculty led their courses over 10 days in London. As outlined in the teaching and learning impacts section, the experience of being in their field will carry into their future classrooms in the form of stories, photographs, information, and emotions. The experience of being in the field was a powerful source of disciplinary enthusiasm and connection not regularly experienced by

them on campus. There were opportunities to forge other types of connections not usually available in the typical community college campus environment as well.

Student connections. The faculty spent much more time interacting abroad with their students than a typical campus-based course affords them, in part due to the residential nature of the study abroad experience. Lessons were in a longer format because they were presented in conjunction with day-long group excursions and individual course trips to various sites in and around London. This interaction created an atmosphere where faculty and students shared their personalities and thoughts in a more intense manner within and outside of the context of formal lessons.

Over the course of the trip and through assignments related to the topic studied abroad, Lexie got to know one of her student's life stories, of which she had previously been unaware:

> [Student name]'s story is so interesting because of her childhood. You know, she was adopted from Russia. She was in an orphanage in Russia and she was adopted and brought here. So I didn't know when I first met her obviously how much of that she embraces and how much of it she hides, you know, but it turns out she really does embrace it. So that really gave us a lot of opportunity to talk about learning and social issues and political, you know, differences for her between Europe, European experiences, institutions, and American. And you know, just kind of explore some of those things for her.

During one observation of Olivia's course, the researcher noted the laughing and play that happened as teacher and students took turns trying on the heavy metal helmets worn by those who protected the Tower of London. They adjusted the helmets to fit or not fit, as was the case, chatting and laughing within the context of the subject matter, but in a relaxed, informal manner. There were other moments of connections with students in a less formal manner, subject-related or not. Olivia spoke about how she stepped out of

her teacher role to join in the fun with her students on one evening excursion with which she surprised her students by treating them to tickets:

> The Medieval Banquet—they had a lot of fun. You know I was hoping that they would appreciate the music and the entertainment and get that, but they were too cute, you know Chuck of Norris was really cute, the wine boy was cute, so I was like, join the club, okay, and I didn't even try to force that one.

The researcher noted that Laszlo's students developed a way of speaking about him when on class-related excursions. Often when walking, they would look around and see him a block or so behind them or across the street photographing something or picking something up off the ground. Students began to say, "Oh, that's just Laszlo being Laszlo" or "There he is, Laszlo-ing it." When asked later about this phenomenon, Laszlo replied that it's gone beyond the place it had on the study abroad trip: "That's turned into Laszlo-in' it now. They're Laszlo-in' it." He further explained that students from the trip have taken photographs of him and have used them on social media sites:

> But what they're doing now is stalking me and photographing me doing different things. Specifically some of the students on the trip from time to time will photograph me in different positions, like taking a photograph . . . or picking something up, and they tag it with "Laszlo-in' it." So now there's lots of them on the Internet on Facebook.

When asked how he felt about connecting to students in that way, particularly through social media after the trip, he responded:

> I think it's okay. You know, I think I for many years had very strong boundaries between myself personally and students. Lots of people would remark on that, that you know, Laszlo, I wish I could do that, or you know—a lot of people in the department or other faculty. But I never thought that I would become kind of *friendly* with students. It was always very business-like for me. I didn't want to get involved in their lives, so to speak. I wanted it to be: this is a class, I am your teacher, that's it . . . type of a thing. But over the course of the last year, those boundaries have eroded and I'm not sure how I feel about it really overall.

Olivia spoke about her feelings regarding the experiences she got to share connecting with her own and other students outside class time:

> The satisfaction of seeing students have 'aha' moments while we were there—you know, so many different ones for different students, you know even, and now I can't remember their names, but the young guy who was—the kid who was into the cars so much, he was—even though it was totally unrelated to anything class wise, that was just so—such an important thing for him and to see that happening and to just see what was happening to all of the students. Taking five students to tea—high tea at Harrods—who some of them I don't think had never even drank tea before in their lives, just seeing them get these experiences that you couldn't get replicated here, and seeing them get that confidence, too, I think that that was a wonderful—a wonderful thing for me.

Colleague connections. There were a few instances on the trip that required faculty to work with each other outside the context of course delivery to address student-related disciplinary and medical issues. Responses to interviews in the field while the situations were unfolding or resolving contained much comment about the situations' impacts on teaching time and nonteaching time. One thing that happened from these situations was the necessity for faculty to connect professionally in a manner different from their usual interactions on campus.

Lexie explained the initial meeting in which the faculty came together in the hotel lounge to address the complex situation surrounding the decision to send a student home due to misconduct:

> So then the [faculty] chaperones all came down here and started having a meeting about, trying to sort out—does he go home? We thought we were gonna send [student name] home, but we don't really think he's the problem. And so we talked and it took, I mean, several hours and we finally decided to call the vice president [of the college].

Lexie commented on what it meant to her to have Laszlo there helping her with a couple of situations:

> But I'll tell you, I was very, very grateful. He really, really stepped up when it came to the first day and [student name] was drunk and needed to be put to bed and really took on that role and stayed behind. When we had to tell [another student name] he had to go, he [Laszlo] made sure that he was there and it was nice to have. It would have been a much more uncomfortable situation to have all women doing that . . . or even to have him not wanting to or willing to. It's not his student—he's not getting paid to chaperone, he's not the international ed program coordinator or director or whatever it is. He is there to teach his three students and he could have easily done that, and he didn't. So I feel like that was nice, that was good.

Olivia commented on getting together with her colleagues to address the situation:

> I think that we—as far as that is concerned, I think we worked that together pretty well. I think we did a pretty good job with that. We were pretty solid together on that. . . . None of us has had experience with anything like that or a person like that. But I think people took strong roles and I think we all had our contribution to it—to that situation.

Beyond having to handle student issues, there were other occasions that afforded the opportunity for colleagues to connect in different ways. Olivia explained:

> I really got to see them in a different light than I get to see them on campus. And see them at work more than I normally would. Normally we see them in meetings in their meeting person role, not as their teacher role, and so I got to see Laszlo and Lexie as teachers, and I don't usually get to see that and it was wonderful. I was able to walk around Oxford a bit with Laszlo, and he's got a totally different perspective on the world than anyone else, and it was just very cool to go walk with him and talk with him about his perspective on the way he sees the world. It was a really fascinating thing for me to see. And so I think that being with the colleagues was one of the best things of it—it was very, very rewarding.

This study abroad trip provided opportunities for faculty to connect in new ways with their students, fellow faculty members, and their discipline. These connections were unexpected in many instances and proved to be positive experiences for the most part. The connections made will also have lasting impacts on their interactions with future students, preparing for future courses, and involvement with colleagues. Despite these

benefits, all faculty members reported that the experience itself was much more work than anticipated or desired in many cases.

Unexpected roles and physical fatigue. It was 7:00 am on January 15, 2012, just 2 days into the study abroad courses, and the researcher arrived at a hotel lounge in London to meet up with Lexie, Laszlo, and Olivia and their students. It was a day for participant group observations of the faculty as they do what they've planned, presumably teaching and learning through an excursion out of town to Stratford-upon-Avon, Warwick Castle, and vicinity. Olivia had a paper with a list of student names on it and a pen in her hand. She was on check-in duty to make sure students had breakfast and were ready to go by 7:30 am. Laszlo was there, too, sipping coffee and chatting with students near the table where he was sitting. Lexie came in briefly and approached the researcher to tell her she was unable to attend the group excursion due to a pressing student issue that's kept her up all night. She will send her own course's students and the online course's students along without her, under the guidance of Olivia, Laszlo, and the educational tour guide.

This brief morning scene illustrated the myriad responsibilities taken on by faculty and serves as a reminder to all that, though they are abroad, this isn't a vacation. If there were any misconceptions about what it's like to lead a travel/study course for their students, those misconceptions have been corrected. From handling student disciplinary and health issues, to assisting students with roommate conflicts, to figuring out logistics of getting safely from one place to another, these faculty members took on many roles and responsibilities while abroad.

Lexie reflected on how much work the whole process of leading and implementing a study abroad course is and commented that until they do it for themselves, people just don't understand. In her return interview she said:

> I don't think that anybody has any idea of how much work that goes into any of these things at all—up front, while you are there, on the other end. You know, faculty love to say, "Oh, paid vacation again this year? Nice, where'd you go?" And you know, you can't even—there is nothing you can say. London. I mean, if your idea of a vacation is having twenty-seven 18- to 25-year-olds, some drunk, some not. . . .

On this trip as an instructor, Lexie was in charge of not only her own course's students academically, but also three other online students who came on the trip as well. In her role as faculty director, she bore responsibility for the trip overall and had to manage several unfolding situations at once, beginning with the first night there. An intoxicated student vomited on the steps to the hotel lobby during the opening night's meeting. A troubled and confrontational student who claimed he had forgotten his medication and failed to show up at dinner on time one night needed to be located at the same time a doctor needed to be called for a female student who had fallen ill with some sort of stomach ailment. Lexie was pulled away from her students during one of the day-long excursions to Stratford and Warwick in order to ensure the troubled student got to the airport and checked in. She related what she and another nonfaculty member who was on the trip were instructed to do by senior staff back at the college:

> And we were told that chaperones had to take him to the airport and make sure that he got checked in. We didn't have to watch him go through security, but we had to get him checked in. . . . He got checked in. He was in seat 35D. I saw it. I saw his boarding pass.

Doing this required her to forego her role as instructor for the day in order to handle a student who was not in her particular class, but nevertheless took much of her energy and attention.

Laszlo spoke about the unwanted and unanticipated role he played in the unfolding student-related situations:

> And I was basically just—we were all on the same page—and I mean, I offered help to this individual and listened to what he had to say and asked him to meet certain behavioral requirements. But then other than that, I think as a male faculty, as the only male faculty on the trip, I did feel like I was looked at as maybe the enforcer on the trip, although that's not necessarily my personality. But you know I was asked to, you know, get some kids out of bed and check on people, you know, be there as a man because the behavior was all from men that was out of order. I didn't expect that we were gonna be at that level.

While still on the trip he further explained his attitude towards the roles he had to play:

> It made me feel horrible because the first few days were essentially managing that situation. . . . I made significant remarks that I didn't want to have to deal with that at the trip, during the trip. So, and even still to this day at the end, you know, there's still significant requests from the administration to play the scenario out while we're still on tour, which is a lot of work.

When asked about her nonteaching experiences on the trip, Olivia replied: "That was something that I guess was unexpected—was how many different roles I am playing here. I can't be just teacher. I'm mom; I'm confidante; I'm chaperone; I'm disciplinarian—and hopefully that's not much."

Olivia further commented on the roles she played beyond teaching, how it was unanticipated, and how she felt neither other faculty nor administration fully grasped what's involved in participating in a trip like this:

> I think there's a lot of administrators particularly, but faculty also, who see this as a trip—you just going on a vacation—and it ain't no vacation. Not the way I

> would vacation anyway certainly. It's constant work, constantly go. And I told my students that we were out for like four nights in a row past 11, and I was like, I don't go out past 11 four nights in a month, much less in a week. So just the taking you out of your norm is a good thing, but it is tiring and it is a lot of work and it's not appreciated what's involved in that.

In keeping with the reality of what leading study abroad entailed, Lexie summarized the pressure she felt to handle situations effectively, knowing that much was riding on her and her faculty colleagues' management of what happened on the trip and "knowing, being acutely aware, that if I didn't handle it right, it was going to be really, really bad for the program overall, for the future of the program overall."

For the faculty, leading this study abroad trip provided opportunities to connect with students and colleagues in new and unexpected ways, some positive and some less so. The connections that they made on this trip would rarely, if ever, occur in the course of their daily duties as teacher or committee member on campus. Likewise, the roles and responsibilities taken on by them or necessitated by the situations encountered gave the faculty members a new appreciation of what was entailed when teaching a study abroad course. It was a far more stressful undertaking than simply touring abroad and doing a little teaching here and there, as some of their inexperienced colleagues would believe. The faculty work that went into preparing for and implementing these study abroad experiences was continuous and ongoing. In addition, their work did not finish with the conclusion of the trip. Not only was their follow-up required from the administration due to the various student situations, but new work was created for the members of the International Education Committee.

Committee work. The above discussion shows the complexity of the multiple roles played and the multiple situations managed by the faculty members. It also shows

the unique impressions and connections that were made among the faculty and between faculty and students. The impact of the study abroad trip went beyond the coursework and experience itself. All three faculty members were and still are part of the International Education Committee. The influence of their experiences on this trip, in conjunction with new attention being paid by the administration, extended to their committee work as well.

Lexie acknowledged that the student disciplinary and mental health issues previously not encountered by faculty on this trip have strengthened her position with the administration on how to protect and support faculty who participate in study abroad:

> They [the faculty] want to know they are covered, and I don't blame them, or they're not interested. So, let's do it. Let's write it out. Let's spell it out. Let's have everybody on the same page, and then you have to pay them. Then you have to acknowledge what they're doing, and once you acknowledge what they're doing, then you have to look at compensation.

In the first month since returning from the trip, Lexie worked with the administration to begin to devise more effective policies and processes around planning and implementing study abroad at RMCC. For her, this trip clarified the perspective she should use in asking the administration for practical policies in order to accomplish what needs to be accomplished.

> If I link everything to the fear of the lawsuit on the other end, we'll be okay. That is how we've gotten the concessions that we've gotten. . . . So, you know, so the zero tolerance policy, which is what it was, clearly doesn't work and leads to problems, so let's get in front of it, create an actual usable policy, and then avoid that lawsuit down the road for why you were dismissed.

Laszlo commented on his new work within the International Education Committee:

> One thing that came about [from] this trip, was . . . we are developing a post-international education component to the manual, so to speak. . . . 'Cause I think that was one of the big things was that the trip ends and it's kind of, it's buried, and you don't reconnect to it very well. So, the institutional memory of that trip is lost if it's not captured in some way. . . . So the whole idea of the post-international education experience is something that we are trying to develop. It's actually been my responsibility to get that part going.

The common themes of connections made and the necessity of taking on unexpected and multiple roles inherent in this travel/study course peppered much of the conversation in the return interviews. All faculty members experienced unexpected responsibilities and a broadening of their roles beyond teacher and leader on this study abroad course trip. They had definite opinions about those roles as well as what they would or wouldn't do again in hindsight. All agreed that clearer administrative policies and procedures will need to be put in place, and as part of the International Education Committee, they will eventually work together on strengthening that part of their work. The next section revisits some of the individual motivations and desired outcomes expressed previously by each faculty member and their reflections on them in light of their study abroad experiences.

Individualized Personal and Professional Outcomes

In addition to the themes that emerged across the case, each individual faculty member reflected on the desired outcomes expressed prior to departing for the trip. Over a month after the conclusion on the trip, two faculty members had given substantial thought to their original expectations and how they would do things differently. The third faculty member reported not having downtime yet to properly reflect in the manner she had hoped. These individual comments and reflections are captured through quotes in the closing vignettes that follow.

Lexie. At the end of February 2012, Lexie was just back from an international education conference in New Orleans when she sat down in her office with the researcher to reflect on the London courses. When asked about her overall experience of leading the course in London, she said: "Overall, it got off to a rocky start and ended up really, really good."

The rocky start was the various student alcohol, mental health, physical health, and disciplinary issues with which she had to deal. In observations, the researcher noted the fatigue of Lexie and Laszlo in particular for the first few days. Lexie continued her initial reflections by saying: "I would say the first 48 hours were absolutely exhausting. I have never been so tired in my life." Once the initial fatigue abated and the student issues resolved, she settled in fairly well to course delivery and trip leadership.

Prior to the trip, she spoke about the fact that she wanted to give her daughter the experience of sharing her first trip abroad with both her mother and grandmother as Lexie had done years before. It did not go as smoothly as planned, as at one point Lexie's mother announced that she could no longer deal with taking care of Lexie's daughter and Lexie had to find another child care option in the form of a former student living in London. When asked how she felt about the decision to bring her daughter, Lexie said:

> I was incredibly proud of my daughter—incredibly proud of my daughter. I thought she did a phenomenal job with handling sleep and hunger and new food and conditions that are not anything like her conditions at home, and I thought that she really—she showed me something about who she is and what she can do and I enjoyed that experience with her. Opposite with my mom. Opposite experience there. Um, and so that was a weird thing that was going on for me personally with everything else with the student, and the course, and my students and all that kind of stuff. I was definitely bombarded on this trip in ways that I have not normally been.

She still planned to use this experience in her tenure and promotion portfolio submission. She explained:

> Being chair of this International Ed Committee, for me, what I will highlight in my portfolio is the amount of work that is done to coordinate the trips, aside from if I teach a course or not. . . . I'm gonna highlight the leadership part of it.

She spoke further on why she'd do this again and continue to do it:

> So I feel like this is where I am supposed to be and I feel like this opportunity for our students is just too important . . . to say, what—"no, I am tired"? I mean, I am going to take January off. I am not going to do this next January. But I guarantee you, come December, I'll wish I was going. . . . I think it needs to be important, and it just needs to be a regular part of what we do at RMCC.

On why teaching abroad is more effective for her professional development than going to a conference, Lexie stated:

> I just went to a conference. Conferences, you sit there and it's great, but conferences are about serving your own interests. Everyone is there because they have to present a paper, and they have to do a thing for their tenure or their CV or their whatever, so they're all up there talking and every now and then you get neat ideas. . . . But when I have photographs that I've taken or I have a memory that I have that when I am just talking in class that I can say, you know, oh yeah, but when we were here, when we were in the Parliament, it becomes part of who you are, not what you are doing in the classroom. And that's truly, I think in my mind, that development piece.

Lexie planned to move forward through the spring, summer, and fall terms working with the International Education Committee to review guidelines, policies, and procedures in addition to helping faculty members plan for and implement their January 2013 study abroad courses. Though some of her expectations for herself personally and professionally were not fully met by the study abroad course experience in London, she felt that the events of the trip would enhance her work both in the classroom and in her international education leadership role.

Laszlo. Laszlo initially wanted to use the leading of this study abroad course as a way to experience a new way of teaching and to further his plans to develop an exchange program. His initial expectations were met partially, but he also had some disappointments, alluded to in quotes from the previous section. Still, this experience had not dissuaded him from pursuing other opportunities to lead study abroad.

He did indeed create a collection of discarded items as planned to incorporate them into his own artistic work. When asked what he would do with the items, he responded:

> What I'd like to do is, I'd like to present it in some way. We have a display case out here in the design area and I'll probably display the collection. What I'm really interested in is collecting, overall, is the cigarette packages. I think that they were really interesting. I'd like to have more of them. So, I'm thinking of trying to make a call for having some of those sent back.

Despite his frustration at the unexpected, multiple roles he had to take on, Laszlo said he would continue to put effort into study abroad endeavors and international program development:

> Because I think it's important for students to have the opportunity to travel abroad and to study something in a foreign land and to have all those experiences. But I want to direct the trip the next time and find ways of . . . I want to scale it from ground up. I kind of attached to this trip as a component. Because I think that they needed to grow the trip. But that's what I want to do. What I'd like to do actually is to connect with another school locally, either another community college or another school or two, and put together a larger program with other faculty with the same interests and then have a larger group go over for a longer period of time.

Still, he remained skeptical as to whether or not RMCC had the supports and infrastructure and administrative will in place to make study abroad more attractive and easier to facilitate. He reflected:

> It might not really work at the community college level. Overall, I think the community college isn't most—the structure that we have here isn't prepared for what we want to do. We have an administration that's very interested at some level, but they haven't really *shown* that. Like, establishing an office of international education still hasn't happened. I would imagine that if they thought it was real serious, they would just have it, right? I mean, it would be done. I mean, it's been 5, 6 years of this.

Laszlo planned to spend the next few semesters continuing his work with the International Education Committee, which included devising a post-trip culminating experience either for credit or not, which would be required by both students and faculty who participate in the travel/study courses when they happen. He also planned to continue his collecting that he started in London and find a suitable place to present his work. He was looking forward to seeing how the graphic design students utilized the photographs of his collection in their book-making and publishing project during the spring 2012 term.

Olivia. While sitting in her office one afternoon in late February 2012, Olivia shared that she hadn't had the time to reflect on her experiences as much as she'd wanted due to the shortened timeframe between the conclusion of the study abroad course and the start of the spring term. Still, she offered some insights into her personal and professional growth and her thoughts about whether she would do something like this again.

When asked about her feelings regarding the experience, she said:

> Overall, not as exciting as I thought it was going to be. A lot more work, a lot more work that had nothing to do with my class. So I'm really not sure that I would do this again. The teaching of the class seemed almost secondary to all the other junk we ended up having to deal with, and I didn't like that very much. I also found that my two students were great, they were really good, but we never had time to actually talk about the literature. There was too much sightseeing and not enough class going on. I think if I did do it again I would restructure the way—a lot of things I would change. But the experience of being in London, though, was wonderful and I actually loved it. I will go back. I could go back there by myself I think and feel comfortable. So in that respect, that was really

> successful. As far as the class, not quite as much. I would make a lot of changes if I were to teach it again.

She elaborated:

> I could teach a Shakespeare course again in 3 weeks and I could teach it in London much better the next time, if I was to choose to. I think that for me the course set up would be better if in the 3 weeks it was a week before, travel, a week after. Now, just the intensity of coming right back and getting right back into classes for the next semester is pretty intense, but there is no reflection time.

Olivia had definite feelings on what she thought needed to happen administratively as well now that she's actually had the experience of leading a trip. Though she agreed to the dramatically reduced compensation for the London trip, she stated:

> I should get paid not for teaching but for doing things that I don't normally have to do. And just let them [the administration] realize the amount of work that is involved by putting it and breaking it down into job description kind of things so that they can understand what is going on. . . . And I think that we need to better define what the instructor's roles are when they do go on a trip so that it's not just thought of, oh you are just going to go over there and teach a class. That was, like, the least of my duties there was the teaching of the class. The least painful, I guess, of the duties, while I was there. It's a lot of work, and it is a lot of work trying to lead people in a place that you have never been before and to give them as many experiences as you possibly can.

In the very beginning of the return interview as described in a quote above, Olivia expressed some doubt about whether or not she would pursue leading a study abroad course again, particularly because of the lack of downtime and the roles faculty must play. A little later in the interview she said:

> But I still think that if you love what you are teaching and if it fits the place and if you are aware of how much work it's gonna be and how intense it's gonna be, then I think it is definitely a worthwhile experience. Here I am talking myself right back into it.

Olivia was pleased at the confidence she gained by traveling abroad for the first time in a group setting. She believed this would help her if she chose to travel either as a tourist or teacher again. She also expressed pleasure at seeing the confidence develop in some of her students. Still, her opinions on the need for more adequate preparation and support in terms of the round-the-clock nature of leading short-term study abroad indicated a potential barrier to her pursuing another opportunity like this again.

Summary of Results

This case study showed the various individual motivations that faculty had in leading a short-term study abroad course as part of their teaching load. It also presented instances of personal and professional impacts and outcomes that resulted from Lexie, Laszlo, and Olivia preparing for and implementing the travel/study course individually and collectively. Tables 4.5 to 4.8 summarize the motivations, impacts, barriers, and supports experienced by the faculty members within the context of this course.

Table 4.5
Summary of Results Before Trip

Partici-pant	Motivations and desired outcomes		Actual outcomes		Barriers		Supports	
	Personal	Professional	Personal	Professional	Personal	Professional	Personal	Professional
Lexie	• Share the experience with her daughter and mother • Extend previous international study abroad and teaching abroad experience • Reaffirm her career choice • Act on her belief that international education is important	• Provide a particular learning opportunity for students • Have an opportunity to be in the field • Expand disciplinary knowledge • Empower students • Have an opportunity to teach for 'a-ha' moments		• Rewriting of existing course to fit location • Renewal of enthusiasm for course subject and field • Internationalization of practice	• Concern about students taking loans or grants to cover the expense of the trip	• Lack of financial or other compensation and resources for international education • Obtaining funding for students to attend trips • Recruiting faculty to teach courses	• Self-confidence • Family	• Autonomy over inter-national education initiatives • Funding for students to attend trips • Tour vendor to assist in educa-tional excursion planning

Partici-pant	Motivations and desired outcomes		Actual outcomes		Barriers		Supports	
	Personal	Professional	Personal	Professional	Personal	Professional	Personal	Professional
Laszlo	• Build on previous student study abroad experience • Build on previous tourist travel experience • Act on belief that international education is important	• Develop program • Be in the field • Provide an intercultural learning opportunity for students • Find subject matter for art and research projects • Spontaneously use geographic location in lessons		• Rewriting of existing course to fit location • Internationalization of practice	• Late agreement to join inter-national course endeavor	• Lack of compensation • Time constraints for planning course syllabus • Transferability/adaption of course	• Family	
Olivia	• Travel abroad • Gain confidence to travel	• Provide an enhanced learning opportunity for students by teaching Shakespeare in London		• Writing of a whole new course to fit location • Renewal of enthusiasm for course subject and field	• Nervous-ness	• Workload	• Family	• Colleagues

Table 4.6
Summary of Results During Trip

	Actual outcomes		Barriers		Supports	
Participant	Personal	Professional	Personal	Professional	Personal	Professional
Lexie	• Re-connecting with tour vendor • Spending time with daughter	• New and multiple roles as teacher and faculty director • Internationalization of practice • Attainment of materials and experiences for use in future courses • Connection with discipline • Connections with students • Connections with colleagues	• Family issues • Fatigue	• Lack of instructional time • Workload		• Colleagues
Laszlo		• Internationalization of practice • New roles experienced within the context of leading study abroad • Connection with discipline • Connections with students • Connections with colleagues • Attainment of subject matter for art and research projects as well as future courses • Some opportunities for lesson spontaneity • An enhanced learning opportunity for students		• Lack of time to implement lessons in desired manner	• Family	
Olivia		• New and multiple roles experienced within the context of leading study abroad • Internationalization of practice • Connection with discipline • Connections with students • Connections with colleagues • An enhanced learning opportunity for students	• Fatigue • Not knowing how to get from place to place quickly	• Workload	• Family	• Colleagues

Table 4.7
Summary of Results After Trip

	Actual outcomes		Barriers		Supports	
Participant	Personal	Professional	Personal	Professional	Personal	Professional
Lexie	• Pride in her daughter • Disappointment in mother	• Impacts on International Ed Committee work and responsibility • Use of the experience to highlight leadership • Internationalization of curriculum and teaching in current courses				
Laszlo		• Impacts on International Ed Committee work and responsibility • Connections with students • Desire to implement another trip and have more control over design and excursions • Consideration of taking family to live and work abroad • Use of materials obtained abroad in current courses			• Family	
Olivia	• Self-confidence	• Impacts on International Ed Committee work and responsibility • Uncertainly about whether she will participate in another study abroad trip as teacher • Use of experiences to enhance lessons in future courses	• Fatigue • Lack of time for reflection	• Workload		

Table 4.8
Summary of Common Professional Motivations and Outcomes

Type of response	Responses
Professional motivations	• Opportunity to provide a particular quality of learning experience for students
Professional outcomes	• Writing or rewriting of courses • Internationalization of practice • New connections with students, colleagues, and discipline • Impacts on International Education Committee work • Positive and negative effects on quality of teaching and course delivery by circumstances and situations experienced while abroad • Experience of new and multiple professional roles while abroad • Plan to use disciplinary materials and knowledge collected while abroad in subsequent courses • Renewal of enthusiasm for subject and field

The results outlined in each of the summarizing tables above indicate the breadth of personal and professional impacts on faculty members as they planned and implemented a short-term study abroad course. The next chapter discusses these impacts and the potential for this undertaking to serve as an effective professional development activity resulting in internationalization of practice and faculty growth.

CHAPTER 5:

DISCUSSION

One of the roles of higher education in the United States is to prepare a workforce that can function in ever-changing economic conditions as a result of local, national, and international influences. Community colleges have a unique place in American higher education in that they were expressly created to respond to the needs of local economic development goals while educating a workforce that would feed the national economic engine over time. As forces of globalization continue to impact the domestic economic outlook, infusing the community college experience with international content, issues, and opportunities is important to produce graduates with the requisite international and disciplinary knowledge and skills needed to help their local economies compete on a global scale. The faculty bear almost sole responsibility for the education and training of students at a community college and as such are called upon to provide the knowledge and skills needed to prepare the future workforce. This requires faculty themselves to maintain relevant knowledge and skills within their own disciplines and to have an internationalized outlook, knowledge base, and skill set. There are several ways that faculty can facilitate this internationalization of their practice.

Participation in internationalization activities such as living or teaching abroad, attending international conferences and conducting international research, and creating networks and exchanges for international partnerships and collaborations all may contribute to faculty and institutional internationalization. However, for many community college faculty, semesters teaching abroad or international research endeavors are outside the capacity and scope of their required teaching and service loads. In addition, faculty

members report a lack of institutional support in the form of increased compensation or release time in the context of the extra effort it takes to prepare for and participate in internationalization activities. The lack of supports can serve as barriers for faculty participation in these activities, though they are viewed by many institutions and the public as increasingly crucial to a community college mission. Recent reports from the American Council on Education (ACE) lament the state of higher education internationalization, indicating that many institutions have not made much progress in their internationalization efforts (Green et al., 2008). However, it is unclear which internationalization activities are effective at advancing institutional internationalization and what the impacts of individual internationalization activities are on faculty in particular.

The fastest-growing internationalization activity offered by community colleges is the chance for students to participate in faculty-led short-term study abroad, an endeavor that requires much preparation on the part of faculty. In the absence of institutional support in the form of compensation, resources, or reduced teaching load, the reasons for faculty to participate in this internationalization activity remain unclear. While the impacts of student participation in various study abroad activities have been examined, the impact on faculty of leading a short-term study abroad course has not yet been widely studied. This dissertation aimed to uncover the reasons why three community college faculty with varying levels of international experience chose to lead a short-term study abroad course and what impacts that activity had on their professional practice, including internationalization of practice. One important factor in the community college featured in this case study was the fact that it had no centralized international education office and

provided very few of the supports or incentives that literature indicates are needed to engage faculty in internationalization efforts.

This case study followed participants who were actively working in their roles as teaching faculty members while leading a short-term study abroad experience for students, most of whom were from the employing institution of higher education. The institution itself provided few resources from which the faculty could draw as they planned for and implemented their courses. Of particular interest were faculty members' reasons for pursuing such an activity and any personal and professional impacts resulting from their participation. This chapter discusses case study results that include faculty motivations and desired outcomes as reported prior to leading the short-term study abroad courses and actual and anticipated impacts as reported during the trip and after returning to the home institution.

Interpretations and Conclusions

The literature review suggested that international experience often prompts a transformation in faculty members resulting in an internationalized perspective of their discipline; an awareness of how to interact with international students and colleagues; an increased interest in events and issues pertaining to the country of the international visit(s); and an enthusiasm for making and maintaining collaborations with colleagues in other countries. These, along with similar outcomes, can be termed faculty internationalization. The types of international experiences previously studied ranged from studying abroad as a student, to teaching abroad for a semester, to participating in a purposely crafted study abroad experience for current college and university faculty members. Though reasons for pursuing such experiences were not discussed explicitly in

terms of roles as future (or current) teachers or faculty members, the after-effects on professional and personal life were mentioned. These cumulative impacts included using experiences in teaching or research and other professional endeavors; creating and maintaining connections with international colleagues in their discipline; increasing awareness of international or intercultural issues; and gaining a better understanding of international students and experiences, among others. This dissertation study focused on one particular type of international experience: faculty-led, short-term study abroad, with interest in the motivations of faculty to participate and the outcomes of the experience.

Internationalization

This study confirmed that this particular experience did produce internationalization outcomes for the faculty. Though they each expressed differing levels of support regarding the reasons for and manner in which the international activity was pursued, each faculty member exhibited particular knowledge, skills, and attitudes in their teaching activities while abroad that indicated an internationalization of their own practice, that is, "integrating an international, intercultural, or global dimension" (Knight, 2003b) into their course delivery. In addition, the outcomes of enhanced curriculum and being able to teach from their international experiences, thereby making the subject matter more alive and rich for both themselves and current and future students, also indicated a planned internationalization of future practice.

Internationalization is a term that encompasses international, intercultural, and global dimensions of the functions and processes of higher education. As previously reviewed, internationalization scholars have written about the varying levels of support for internationalization efforts found on college campuses, particularly among faculty.

There are those who can be considered champions of internationalization, who recognize and celebrate the impact of international perspectives in their own disciplines and teaching. Others, who are considered advocates of internationalization, may feel that internationalization is important to many aspects of the institution and their own work and they may be willing to assist in implementing some internationalization activities. Latent supporters are those faculty and staff within an institution who may not yet be directly engaged or fully committed to international activities, but can be encouraged to support efforts within the context of their professional work. Lastly, there are skeptics and opponents who may be unsure of the relevance of international work or perspective to their professional lives or who may stridently work against such initiatives in their own institution. Within this case study, the three faculty leaders of the study abroad courses were all members of the International Education Committee. Each had varying degrees of experience and commitment to travel and study abroad as an educational activity at the community college level.

Lexie was a champion of internationalization, with her chosen profession of international relations, previous study abroad as a student and teacher, and commitment to making study abroad opportunities accessible to community college students. Her roles as head of the International Education Committee and faculty director in organizing and implementing the trip, from funding to planning to implementation to follow-up, indicate her commitment to this particular internationalization activity and internationalization in general. When speaking about why she dedicated all the time and effort to produce the travel/study courses for RMCC, she expressed her belief that study abroad and

international-related activities are very important to the personal and educational growth of students.

Laszlo was an advocate for internationalization, as he reported that it was important for students' own disciplinary knowledge that they be exposed to other processes and procedures used internationally in their field. However, he remained unconvinced that short-term study abroad at the community college level is the most effective way to achieve an internationalization experience for both faculty and students. His thoughts after returning from the experience indicated that his belief in the importance of international activities has been confirmed. Though he remained an advocate for these efforts, he believed more thought needs to be given to the best way to carry out these activities within the specific context of the population his community college serves.

Olivia was a latent supporter of internationalization. She was less vocal than her fellow faculty members regarding her feelings on international education in general, either before or after the experience. This may have been due, in part, to her lack of exposure to an international experience, having never traveled abroad before. Her initial enthusiasm for the study abroad course stemmed from the merging of subject matter and place: that is, teaching Shakespeare in London. Though she was a member of the International Education Committee, her active engagement in an internationalization activity was harnessed through a specific professional activity of writing and teaching a new course for London. She believed that the short-term study abroad experience was beneficial to students, but she was not sure she herself would participate in this particular activity again due to her experiences with fatigue and workload while abroad. Leading

these short-term study abroad courses as part of a larger group trip abroad did not necessarily change the faculty members' degrees of support towards internationalization activities in general, though it did cause Laszlo and Olivia to ponder whether or not they would participate in this particular manner again.

This is in line with some literature that indicates that faculty believe internationalization efforts should be focused first on encouraging faculty to internationalize within their own disciplinary practice (Groennings, 1990). Both Laszlo and Lexie spoke about the importance of incorporating relevant international content and activity into their discipline-specific courses and how this would make for a much richer student understanding of the discipline overall. The planning of their course content on the trip was informed by this belief.

During the planning and implementation stages, faculty found ways to integrate internationalized content and approaches into their syllabi and course delivery. Olivia admired the way one of her students took charge of a learning opportunity and how she herself became the student in that situation. As all adjusted to new learning environments that took them out of the comfort zone of the classroom, students and teachers became partners in learning, another indication of internationalized pedagogy (Schoorman, 1999).

The results of this case study confirmed that faculty-led short-term study abroad can produce internationalization outcomes for faculty practice, aside from delivering course content in an international location. This study's results differed from or went beyond the previous literature in two areas: motivations and motivators of faculty engagement in this particular form of internationalization, and the indication that this

activity is an effective vehicle to produce professional development outcomes both inclusive of and beyond internationalization.

Chapter 2 reviewed the literature on ways to engage faculty in internationalization. A key part of engaging faculty in an internationalization effort is to provide institutional supports that provide incentive or reward to the faculty for participation. These supports come in the form of financial compensation, consideration of these activities specifically in the tenure and promotion processes, or additional leave time for participation. The participants in this case study specifically mentioned the lack of institutional supports such as leave time and financial compensation. All three indicated that those types of support would be helpful and welcomed. However, in this case those types of motivators or incentives were not present. Rather, the most compelling motivations expressed were at the personal, individual level.

Expanding their subject matter knowledge, renewing enthusiasm for their subject matter, the opportunity to teach a new or existing course in a new setting, being able to include their family in work life, and the opportunity to be in the field or industry through excursions were just a few of the personal motivations expressed by faculty members. Personal, intrinsic motivations often are more powerful than external motivators, particularly in the workplace (Thomas, 2000). That was certainly the situation in this case as the faculty functioned in an environment that was largely devoid of external or institutional incentives to participate in this specific activity or internationalize their practice generally.

Overall Faculty Development

What made this activity more than simply an internationalization activity in terms of outcomes were the expressions of additional professional development and faculty renewal reported by faculty members. Some of these professional development outcomes were foreshadowed in the motivations to undertake the activity in the first place. An opportunity to expand subject matter knowledge or make connections with international colleagues and resources were just two of the professional development-related motivations. A desire to create a new course in a new location and provide an enhanced learning experience for students was another professional-development motivation. Beginning with the initial motivations to pursue this activity, the act of preparing for and leading short-term study abroad exhibited the characteristics of a promising professional development activity that incorporated aspects of adult learning theory and faculty development principles.

Briefly, faculty development can be defined as the professional and personal development of faculty members facilitated by learning activities that enhance teaching, professional knowledge, career progression, personal growth, and the like, with the ultimate goals of improving student experience and institutional mission (Camblin & Steger, 2000; Gaff, 1975; Hawthorne & Smith, 1994; Sorcinelli et al., 2006; Watson & Grossman, 1994). Faculty development activities can be organized around the following subcategories: professional, instructional, curricular, and organizational (Brawer, 1990). Results of this case include examples from each of the faculty development areas. Several professional outcomes occurred that involved engagement in research and production activities, particularly with Laszlo's collecting of materials for a future exhibit and book-

making project. Instructional and curricular impacts included delivering courses in an unknown location and in the absence of familiar resources. Organizational impacts included a greater awareness of the need for certain programmatic policy and procedure supports that will now be put in place administratively to enhance international education activities and protect the institution. Circumstances provided by the activity itself facilitated such a variety of faculty development outcomes.

Effective faculty development begins with the faculty and their needs and is supported by the institution (Menges, 1991; Wallin, 2003). Adult learning theory indicates that empowering learners, in this case faculty, to be active participants in their own learning is most conducive to effective professional development outcomes (Garet, Porter, Desimone, Birman, & Yoon, 2001). Faculty learning, agency, relationships, and commitment are components of a faculty growth framework that incorporates what faculty themselves say they want in a professional development experience, while considering the limitations in institutional resources devoted to faculty development (O'Meara & Terosky, 2010). This framework stresses the importance of creating conditions for faculty learning by empowering faculty to engage specifically in those professional activities that spur their own growth. These conditions were present in the preparation for and leading of this short-term study abroad course.

The process of leading this short-term study abroad course incorporated certain characteristics necessary for faculty growth: faculty control over their own learning and that of their students, faculty agency and empowerment in shaping their experiences while abroad and using those experiences once back at home, an opportunity to build professional relationships, and a commitment to making these endeavors a success either

through continued participation in study abroad or through their other work on the International Education Committee.

Faculty also reported a sense of renewed enthusiasm for their disciplines and teaching that began in the course development stage and continued through the implementation stage as they learned about their subject matter as well as connected with colleagues and students in new and different ways. Teacher enthusiasm, disciplinary knowledge expansion, and enhanced instruction are all linked with improved community college teaching (Hirshberg, 1992), and all three were reported as being experienced by each faculty member in some form.

The opportunity to be in the field, the chance to give students a real-world international learning experience within their discipline, and the excitement around developing a course in an international location were just three of the motivating factors faculty used to structure the experience. Many of the other motivations mentioned were similarly professional and discipline-specific. Research also suggests that faculty development that is sourced from the discipline or profession itself can be highly effective, whether it is related to pedagogical improvement or other forms of professional growth (Lenze, 1996; Neumann, 2000).

The planning of the short-term study abroad course incorporated very discipline-specific curricular research and activities that resulted in enhanced subject matter knowledge and enhanced resources for future teaching for the faculty. They also perceived an enhanced learning experience for the students while abroad. The ability of faculty to shape their own experiences as well as having those experiences be practical and applicable to their discipline are key characteristics of an effective faculty

development activity (Lawler & King, 2000). In addition, because the planning and implementation of the activity was connected to the individual faculty members' motivations for undertaking it in the first place, the faculty members' learning needs were considered and met in some of the outcomes (Knowles, Holton, & Swanson, 2005), such as participation in their fields and expansion of disciplinary knowledge.

Faculty development should also include personal development (Watts & Hammons, 2002), and faculty reasons for leading this short-term study abroad course indicated personal development in both motivations and outcomes. One faculty member wanted to personally share the experience of her daughter's first trip abroad, mirroring the faculty member's very own experience as a teen. Another faculty member wanted to pursue this opportunity in part to gain confidence in traveling during this first overseas experience. She succeeded in doing that. The third faculty member expressed the outcome of contemplating a move abroad with his family as a way to develop both professionally and personally. These individual-level personal and professional outcomes were pronounced and apparent. As this was not a longitudinal case study, it remains unclear whether or not these personal-level impacts will go beyond the immediate timeframe surrounding the activity. It is also unclear whether or not the individual-level professional impacts will be incorporated fully into future professional practice. However, some outcomes of participation in this endeavor had already begun to have an impact beyond the faculty members themselves.

Immediate impacts on the institution came in the form of revision of administrative procedures, planned enhancement of learning experiences for students in several departments, and an evaluation of the activity itself for use in connecting future

study abroad trips to the larger institutional community. These institutional impacts are also indicative of an effective faculty development undertaking, as one of the goals for implementing faculty development activities is to enhance institutional function and mission. Still, many outcomes came in the form of faculty members participating in an activity that facilitated their own individual scholarly learning.

Generally, faculty members engage in several cognitive activities to enhance their own scholarly learning, one of which is extending one's knowledge of a subject, that is "to grow it out, thereby increasing its volume or scope" (Neumann, 2009, p. 74). This activity certainly provided several opportunities during the planning and implementation stages for faculty to extend their subject matter knowledge simply by practicing what they do on a regular basis: creating and delivering subject matter courses. There is an emerging practice theory which is in line with the position that effective faculty development begins with the context and practice in which faculty regularly find themselves, that is, their disciplinary work and academic duties. Boud and Brew (2012) viewed faculty learning as originating in and from academic work (that is, within practice), and this "positions academic development as a process of working with opportunities for learning created by work itself" (pp. 2-3).

Practice theory. In this context, practice theory focuses on the practices faculty members perform as a matter of their regular work and how their practice can be extended due to that work. Another major facet of practice theory is that practices are co-constructed with the beneficiaries of the practice itself, such as students in the education realm. This international activity extended faculty practice in several ways including the practice of teaching, as it required them to use a variety of new resources to create syllabi

and required new ways to collaborate with students while in the field to create learning experiences and deliver lessons. It also extended faculty practice by requiring new ways to collaborate with faculty peers to solve problems and make decisions, as well as facilitated extension of subject matter knowledge throughout various points in the undertaking.

Practice theory moves professional or academic development from a position of helping faculty acquire what they 'need to know' to a position of what faculty actually do to perform their work effectively. It involves the things that faculty must do to maintain their practice especially when there is some sort of change in practice environment, work situation, or professional expectations. In the case of this study abroad course, faculty found themselves needing to conduct research in order to better carry out course delivery in a new location. Viewed from a practice perspective, faculty learning and development occurred not because they needed to know something within their subject matter that they didn't already know, but because they practiced developing a course within a new setting and with a new cache of resources from which they could draw. The practice environment was reconfigured in such a way that it prompted learning-conducive work (Boud & Brew, 2012). Internationalization and professional development were outcomes of the natural work involved in faculty members practicing their practice in this case.

It should be noted that participants themselves never used the word *internationalization*. Prior to implementing their courses, two spoke specifically about international content, education, and perspectives being important in disciplinary mastery for themselves and their students. For these two, individual motivation to pursue this activity was linked to them viewing their subject matter as enhanced by intercultural

content or perspective (Green, 2007). The other participant spoke of how the international location would enhance the interest in and understanding of the subject matter she was about to explore. Upon return, all participants spoke of some extradisciplinary instances that could be termed internationalization, such as a certain type of awareness about themselves and their students (for example, self-confidence or physical limitations), a willingness to have roles reversed and learn as much from students as students learn from them, and connections with their colleagues in interdisciplinary and extracurricular ways. These situations suggest that for these faculty members, internationalization was not thought of as a separate thing that they do, but rather occurred in the context of developing and performing disciplinary work first while then having it spill over into other areas partially due to the international environmental circumstances. This lends credibility to the contention that once internationalization is seen as relevant to the discipline, then faculty internationalization outside the disciplinary context as well as interdisciplinarity can be developed (Aigner et al., 1992). In addition, Hardré (2012) indicated that community college faculty actions directed towards discipline expertise are also linked with higher intrinsic motivation for teaching.

Intrinsic motivation. All faculty participants acknowledged several intrinsic factors that served to motivate them to pursue leading this short-term study abroad endeavor. Many of these motivations included a desire to deliver a comprehensive learning experience for students within the discipline. However, the faculty members also expressed a desire to expand their subject matter knowledge and other areas of professional practice. These professional motivations may stem from an internal need to increase competence and be self-determining in their work. This internal need for

competence and choice often "leads people to situations and activities that interest them, that provide optimal challenges, that allow them to learn and achieve" (Deci & Ryan, 1980, p. 28). As there was not a preset syllabus set in London for these courses, the faculty members were required to design courses essentially from scratch, with a high level of choice in the aspects of course content, time, geography, and physical movement from place to place. A couple of them spoke particularly of how teaching abroad helped them get out of the routine of teaching the same course over and over again, making them feel renewed in many ways. This activity was full of choice for faculty members, and the presence of choice in various aspects of their work can lead to stronger intrinsic motivation (Zuckerman, Porac, Lathin, Smith, & Deci, 1978) to pursue such an activity. Teaching the study abroad course, getting outside the classroom and into the field, allowed them to structure and determine their own learning activities, in conjunction with the learning of their students. The subject matter knowledge gained in particular allowed them to enhance their breadth and depth of understanding of their disciplines, thereby increasing competence. This, in turn, impacted their current and future classroom presentation of content and concepts.

Pedagogy. In several instances, the faculty members reported that their students ended up serving in teaching roles, and they themselves in student roles, at various points in the study abroad experience. Especially in matters of geographical and transportation navigation, as well as physical site exploration, the students ended up becoming teacher-like in their problem-solving skills and guidance. Not confined to the familiar landscape of the classroom or campus, the role reversal happened organically while traveling abroad. As outlined in the results, one faculty member commented on how she just

decided to let an adept student take the lead in navigating a visit to and through a library and she herself took on the role of follower. This same faculty member enthused about how she'd tested an activity and assignment while abroad. This assignment was much more student-centered in terms of structuring learning activities and encouraged students to self-determine their own learning through first-hand research. In her opinion, it was such a great success that she will now incorporate it into her future courses. This particular faculty member's future pedagogy may be influenced by the success of testing the new, student-centered approach while abroad.

Transformational learning. Previous literature indicates that traveling or working abroad promotes transformational learning, particularly in terms of intercultural awareness. This transformational learning then leads to changes in behavior, within both the personal and professional realm, often because the learner's previous thinking, behaviors, or beliefs are revised in some manner (Taylor, 2008). Pulling faculty out of their traditional classroom and work environments can serve to promote transformational learning. Perhaps due to the lack of time spent in interaction with people from the host country, an increase in intercultural awareness resulting in a change of behavior was not reported specifically by the faculty participants. However, this short-term study abroad course did promote transformational learning in several areas of faculty work.

From being required to play multiple roles beyond that of teacher to being in physically unfamiliar environments to the constant moving around and 24/7 nature of chaperoning, faculty members reported feeling stretched personally and professionally. Contending with their own fatigue and student mental health and disciplinary issues, as well as trying to deliver a course in a constantly moving, in-the-field situation provided

ample opportunities for faculty members to find themselves in disorienting circumstances. Within the context of transformative learning, these disorienting circumstances can lead to an internal imbalance which then prompts reaction and action on the part of the person experiencing them (Mezirow, 1991).

Disorienting experiences and transformational learning are not unique to a study abroad activity. They can occur whenever one is pulled from familiar surroundings or situations, creating that sense of internal imbalance. The results of this internal imbalance can sometimes be seen in a change in perspective or mindset of the person who experiences it. What makes leading a short-term study abroad different from other types of activities, such as a leading a day-long field trip or visit to a different geographic or socioeconomic region within the United States, is the opportunity to gain a non-American perspective on the experience through interaction with foreign people, locales, ways of living, and ways of communicating. This was particularly important for both Laszlo and Lexie in terms of exposing themselves and their students to a breadth of disciplinary perspectives not necessarily found in the United States, but applicable to the disciplines and the careers within them. In addition, due to the 24/7 nature of study abroad, there may be greater opportunity for prolonged and multiple disorienting dilemmas for faculty than are typically found in other types of domestic learning experiences. However, the short-term study abroad experience can often be intense in terms of positive and negative experiences, whether personal, cultural, or situational. This was the case with the incidence of mental health, physical health, and fatigue issues that presented themselves within a short timeframe and with which faculty had to deal immediately. With a longer-

term study abroad, there may be more chances for any negative experiences to be mitigated by several positive experiences following afterwards.

The multiple roles that faculty played while on the trip prompted them to try out a new skill set particularly related to student discipline and mental health, though one of the faculty members in particular expressed displeasure at having to be involved with these sorts of student issues. Still, these were two specific student-related areas which the faculty reported that they had not previously had to consider in their on-campus teaching duties. Once they returned home, the faculty members had a new appreciation of what was entailed in leading short-term study abroad and planned to structure future efforts with more preparation and supports in mind. The next section offers recommendations for such supports as well as ideas for how this research study could be improved or extended and suggestions for future research.

Recommendations

Upon returning home, all three faculty members commented on how they would use this international experience in their teaching, particularly through adding new examples, assignments, and materials to their classroom teaching. This is a practice of internationalizing through curricular infusion (Cogan, 1998), a fairly simple way to integrate an international approach to course delivery. The materials and experiences gained in London provided them with content and substance to use in the internationalizing of their future courses. Their personal and professional outcomes will also impact the institution in various ways. They reported that they also plan to use their experience leading short-term study abroad in their work on the International Education Committee. Given the student issues experienced on the trip, they planned to examine the

procedures of student recruitment and pretrip preparation. Now that Olivia and Laszlo have actually participated in leading study abroad, they have a greater appreciation for what is entailed, and this will inform their work on the International Education Committee. They, along with Lexie, commented on the need for more institutional support for these efforts moving forward.

Lexie will now approach requests for institutional support and resources in terms of potentially preventing legal action. As part of his work on the International Education Committee, Laszlo is in charge of developing a follow-up component to the trip involving students and faculty creating some sort of product or record of the experience that they can then share with the larger campus community. This evaluation and reinforcement of the international experience will help raise institutional and community awareness of international activities at RMCC.

As previously reviewed in the literature, faculty have three areas in which they can impact internationalization efforts of their institutions: teaching, incorporating international perspectives in classroom and research, and sharing their experiences and knowledge with the greater campus community (O'Hara, 2009). Internationalization impacts on individual-level teaching and professional practice were present during the planning and implementing stages. Faculty reported that the experience of leading a short-term study abroad course has had and will continue to have impacts on institutional international education operations as well through their work on the International Education Committee and pushing for a more thoughtful way to pursue these trips and integrate them into institutional life. Based on their experiences of the trip, their own present and future individual practices as well as future institutional practice were or will

be impacted. There are several recommendations that can be incorporated into future short-term study abroad courses in order to enhance faculty internationalization, professional development, and institutional impacts.

Recommendations for RMCC

RMCC is a publicly funded community college in a rural area. In recent years, funding from the state has decreased considerably for a variety of reasons including shifting priorities, decreased tax revenue, and budget shortfalls. As outlined in this case study, RMCC did not have supports or incentives in place to assist faculty in their pursuit of international activities. There was no centralized international or experiential education office to assist faculty members with planning. There was no additional compensation or leave time allotted to allow for the planning effort involved. With short-term study abroad being the fastest-growing internationalization activity at higher education institutions generally and at community colleges specifically (Institute of International Education, 2010) and as private foundations and industry provide more funding in support of study abroad (Green et al., 2008; Siaya & Hayward, 2003), it is worth noting that the lack of institutional moral or financial support dedicated to this effort at this particular community college may be getting more rare. Nevertheless, this is the circumstance in which these faculty members undertook this activity.

Institutional internationalization is promoted by having thoughtful and specific activities carried out by key stakeholders within each stage of the internationalization cycle. By attracting and involving many stakeholders in effective internationalization activities, an institution can advance its own internationalization goals. This section lists recommendations for activities and initiatives that can be undertaken at various points

within individual faculty internationalization processes as facilitated by the activity of leading short-term study abroad. These suggestions are offered considering the limited number of resources available to enhance international education activities at this particular institution.

Institutional mission and support for diversity. Though the faculty director reported that internationalization activities such as this short-term study abroad endeavor fall under the institution's strategic theme of "diversity," there was little explicit connection between this institutional goal and the study abroad activity itself. The course proposal process did not require that faculty indicate how leading this course abroad would help accomplish the goal of diversity. Within the call for proposals, RMCC should clearly indicate how study abroad courses are an important part of the institution's overall mission and strategic theme of diversity. This will generate an awareness among the faculty that diversity as embodied by this internationalization activity is important to the institution. The travel/course study proposal format could be enhanced by requiring that faculty tie the international course more closely to the diversity mission. Faculty members should propose how leading this course will enhance diversity within the specific course, within the faculty member's individual practice, and at the institution.

Faculty recruitment for international activities. ***Opportunity to include significant others.*** One notable personal motivation to participate in this international activity was Lexie's desire to have both her daughter and her mother share in this portion of her faculty work, something she could not do typically in a campus-based course. Lexie wanted the chance to provide an international learning experience for her daughter as she herself had experienced when she was young. Though the experience ended up

being challenging in terms of her mother's presence due to personal relationship factors, the faculty member's experience with her daughter was very rewarding. The institutional and practical flexibility in some aspects of the short-term study abroad course allowed the faculty member to conduct this work without sacrificing the time over winter break that usually would be spent with family. Including family considerations in faculty work can be beneficial not only to the faculty and family themselves in terms of not having to arrange child care while the faculty member is away, but also in terms of building commitment to the institution (Blackburn & Lawrence, 1995; Hagedorn, 2000).

Not having to necessarily sacrifice attention to family to perform this particular faculty activity begins to address the concern that many faculty have over finding ways to create work-life balance (Sorcinelli, 2007). In addition, accommodating family presence and scheduling into work activities such as leading short-term study abroad partially removes one of the stated barriers to faculty engagement in international work. This particular internationalization activity can be both attractive to and practical for faculty members who are permitted to bring their family members along as they conduct their work. The prospect of being able to include family or friends in work activities could be used as a tool for obtaining wider faculty engagement in internationalization activities. As such, it may be advantageous and prudent for this community college to provide specific guidelines of suggestion, support, and accommodation for including accompanying family members in study abroad course logistics when practical.

Opportunity to expand disciplinary knowledge and expertise. Those faculty members who may not be enthusiastic about internationalizing their practice per se, but who are interested in expanding their subject matter knowledge and connecting with the

field, could be enticed by the possibilities to do just that in the context of leading short-term study abroad. As outlined in the results section, leading short-term study abroad turned out to be an effective vehicle for both internationalization and professional development, at least within the immediate context of leading the trip. Promoting participation in this activity as a way to break the monotony of teaching the same courses over and over again, as well as a way to renew enthusiasm for subject matter and expand subject matter knowledge, could be an effective recruitment tool.

Beginning with the course proposal guidelines, faculty should be encouraged to incorporate their other professional learning goals into their planning and implementation of the travel/study courses. Due to the prospects for professional development that can occur, as indicated by this case study, this activity should be recognized as professional development and faculty should be given compensation or professional development funding in order to ease participation. The funding could be used to defray the cost of preparation expenses, including acquisition of teaching materials, research materials, or family-related expenditures.

Workload adjustment and recognition. The faculty in this study viewed the preparation for and leading of the study abroad courses as part of their disciplinary teaching responsibilities and service to the college. They were dismayed, but not initially deterred, by the fact that this course was not considered a part of their 10-course teaching load for the fall and spring terms. Instead, it was an additional course they took on with varying levels of compensation determined by student enrollment and not necessarily workload considerations. Given the amount of preparation and intensity of the teaching and learning experiences inherent in leading a travel/study course, the institution should

compensate the faculty more appropriately. In addition, this course should not be treated as extraneous to their required teaching load, but a part of it.

Faculty preparation and follow-up. Two of the three faculty members indicated some reservations about participating in short-term study abroad again. In particular, they were taken aback by the multiple roles and expectations placed on them due to the 24/7 nature of the activity. They reported a lack of enthusiasm for some of the roles imposed on them due to their anxiety around various situations that presented themselves as well as a resistance to participate beyond their familiar faculty roles. Additionally, the administrative demands placed on them during and after the trip with regard to rehashing and reporting the situation in writing to upper-level administration while trying to attend to their students and the academic learning were also causes for reservations. Better preparing faculty for the realities of a study abroad undertaking and the expansion of their roles beyond teacher and mentor is an obvious recommendation resulting from this research. RMCC could develop predeparture orientations for faculty based on best practices from study abroad literature generally and community colleges specifically. These predeparture orientations could include information on recognizing and dealing with mental health issues, a crash-course in student development and residential life issues, and clear and instructive protocols that must be followed in the event of disciplinary or medical situations.

Upon return from the travel/study courses, both faculty and student learning outcomes should be fostered further. Though literature indicates that intellectual supports such as assistance with incorporating international perspectives in classes are unwelcome, there are other administrative supports specifically attending to disciplinary

considerations as well as personal and professional considerations that faculty may find useful in helping them maintain their internationalized learning (Schuerholz-Lehr et al., 2007). Providing a venue for faculty to share their international experiences in the form of a presentation, display, or exhibit open to the campus community and greater community can help keep that learning alive and potentially increase it. Laszlo specifically spoke about wanting to share his collected artwork by using some exhibit space at the college. Sharing knowledge with the greater campus community can in turn sustain faculty interest in further participation in international activities as well as generate new interest. It also helps the institution internationalize its functions and delivery of educational opportunities. A report or product to share (such as in the form of artwork on display or a presentation) can be used to connect the greater campus community to these types of activities and serve as examples of outcomes for faculty for use in recruitment and promotion.

Key to reaping the full benefits of transformational learning is having the time, space, and ability to reflect on experience (Mezirow, 1996, 2000). This reflection aids in the exploration of assumptions and beliefs and subsequent integration and assimilation of experience into future actions, resulting in cognitive or affective change (Boyd & Fales, 1983). One of the main complaints from the faculty was not having enough reflective time for and with their students in terms of incorporating the day's lessons or experiences. This lack of time and space for teachers and students to participate in guided reflection together can be attributed to fatigue, student discipline and health issues, as well as constantly being on the move. In addition, there was not time or space for faculty to reflect on their own experiences and learning due to the multiple roles and

responsibilities required of them while abroad and then upon return back home. In order to enhance the professional development aspects of the undertaking, an RMCC faculty developer or the faculty trip leader could facilitate reflection activities at various points in the planning, implementation, and evaluation processes (Boyd & Fales, 1983; Daudelin, 1996; Mezirow, 1991). Providing forums or venues for faculty to share their experiences and thoughts with others may foster this much-needed reflection, or at least start the reflective process as they prepare to communicate their thoughts and experiences to others upon returning home. Facilitating guided reflection activities will also signal that the institution values both the student and faculty learning that occurs while abroad. Sharing with the larger community as well as reflection on the experiences is important for faculty, students, and the campus to benefit fully from the experiences of those leading short-term study abroad.

Activity review and revision. Evaluation of the activity itself has already begun to happen at RMCC. It is strongly suggested that program review be regularly undertaken after each round of study abroad courses to review and revise policies, procedures, and offerings in light of new circumstances and participant experiences. Collecting feedback from both student and faculty participants in the form of surveys, interviews, course evaluations, products created, materials used, and debriefing of any situations that arose is important to the revision and improvement process. This review and revision will help both the faculty and the institution better deliver such activities in terms of personal and institutional goals.

Recommendations for Improvement of Research

The researcher found the research process itself to be an enjoyable undertaking. Based on informal feedback provided outside the scope of the research, it appears the participants also enjoyed having the researcher along during the implementation stage particularly. If this research were to be conducted again, the researcher has several recommendations for improvement.

This study was conducted over a time period that encapsulated the immediate predeparture, implementation, and return periods of the study abroad activity. This compressed research timeframe allowed for faculty to indicate their motivations to pursue the activity, but aside from the outcomes occurring during planning and implementation, the participants could only comment on future planned outcomes. By extending the study a few additional months, the researcher could have interviewed the faculty again after some time had elapsed, revisiting the planned outcomes to identify which ones had been incorporated into longer-term practice, if any.

Though there were instances of reflection in each of the interviews, the researcher found that many times the faculty members may not have had the time or space to reflect deeply on their experiences, particularly during the return interviews. Though the return interviews were conducted nearly 6 weeks after return from study abroad, one faculty member in particular reported not having enough time yet due to semester start responsibilities to digest and reflect upon her experiences. During the pretrip interviews, the researcher's questions, and review of the syllabus when available, actually helped the participants reflect upon and elucidate their motivations, something that they may not have clarified in such a manner without being asked. Incorporating specific reflective

techniques or exercises into a portion of each of the interviews may have assisted the faculty members in explaining their motivations, desired outcomes, and actual or planned outcomes.

Though the research questions did not focus on internationalization specifically, instances of internationalization were of interest to the researcher in terms of motivations and outcomes in pursuing this internationalization activity. A line of questioning asking faculty to indicate where in their own practice of leading this study abroad course they felt that internationalization occurred would have been helpful. This would have required the researcher to understand how each participant defined internationalization, if possible. However, the researcher made the decision to leave the questions about motivations, desired outcomes, and actual outcomes unstructured so as not to influence the responses or make suggestions as to what was being sought in the research or should be sought in the study abroad activity. Even though the interview questions did not specifically address internationalization of practice, the researcher was still able to obtain some of this information in other manners.

Researcher observations were particularly helpful in uncovering instances of internationalization, especially those that happened within the context of educational excursions and lesson delivery while abroad. Rarely did the faculty members themselves highlight instances of internationalized knowledge, attitude, and skills in their practice of leading short-term study abroad. The competency and learning outcomes used in the observation portion of the data collection came from guidelines set forth by one particular educational organization. Though the ACE is at the forefront of higher education internationalization research, it is but one organization doing this type of work. Still,

through its long-standing and continuing *Internationalization Laboratory* activities, ACE remains one of the only organizations in the United States that facilitates a focus on globalized outputs (vs. inputs) of education, particularly for students.

As previously stated, no clear consensus exists as to a definition of internationalization. The working definition for this study treated internationalization of higher education as incorporating international, intercultural, or global dimensions into the function and delivery of education. ACE's international/intercultural competencies rubric (2001 version) fits with this working definition. It can be argued that many of these competencies could be seen as less international and more intercultural, a result of the often interchangeable use of these terms. However, the competencies outlined may have limited applicability to certain disciplines or ways of teaching within the disciplines. Previous studies suggest that the professors of 'hard' disciplines such as science and engineering tend to view their disciplines as already international due to the universal truths expressed therein (Clifford, 2009; Schoorman, 1999). As they already view their subject matter as value-free and universal, faculty may not feel the need to make an effort to infuse a science lesson with explicitly intercultural learning outcomes as defined in the ACE rubric. International curriculum or intercultural learning outcomes may therefore manifest themselves differently, either implicitly or explicitly, depending on the discipline.

Developing with each faculty member an additional rubric that was more discipline-specific may have changed the type or quantity of internationalization instances observed by providing additional or more relevant outcomes and competencies. Additionally, increasing the number of observations or the length of time period over

which observations were collected could have strengthened the identification of internationalized practice both in quantity and quality as the researcher became more practiced in the participant observation method. In addition to enhancing this case study, there are also suggestions for further research that have resulted from this research project.

Recommendations for Further Research

The research findings of this dissertation study suggest several recommendations for further research. Personal and professional motivations at the intrinsic level shaped the experiences of the study abroad endeavor for faculty, particularly in the planning and implementation stages. The acts of planning and implementing began within their disciplines and regular academic work of teaching and learning. However, preparing for and leading this effort provided opportunities to expand their professional practice within the context of seemingly routine work. The travel/study course undertaking afforded meaningful learning to take place within the faculty member's usual professional practice as so desired by them and as facilitated by them. Professional development outcomes, including internationalization of practice during the trip and plans for future courses, resulted. As such, this activity can be viewed as an effective professional development activity on a variety of levels. However, more study is needed to determine whether the professional development effects noted will last beyond the immediate boundaries of this case study.

This study could be repeated by following faculty for a longer period of time to determine the extent to which immediate and planned outcomes are actually incorporated into professional practice over a longer term. Data collection in the form of document

review, observations, and interviews could continue for a couple of semesters as new courses are developed, existing courses are revised, and faculty members continue to reflect on the practice of their practice.

As the research results also suggest, faculty motivations were based in part on faculty members' disciplinary desires in terms of subject matter knowledge and teaching and learning. Literature also indicates that faculty members from different disciplines view internationalization activities and faculty internationalization in very different manners (Navarro, 2004; Schoorman, 1999; Schwietz, 2006). The study could also be repeated to include a greater number of faculty from several different disciplines in order to discern where there may be patterns in personal and professional motivations and outcomes according to disciplinary or other commonalities.

As detailed in the previous review of literature, there are several studies that examine a variety of international experiences collectively in order to uncover instances of transformational learning, barriers to participation, and internationalization effects. By focusing on specific international activities in isolation, the particular circumstances and outcomes for each can be explicated. This can be useful in helping faculty members, staff members, and institutions make decisions about where to put internationalization and professional development resources, given the goals and limitations of their particular institutions. Still another interesting study could result from choosing a handful of international experiences and conducting research that compares the motivations, impacts, and outcomes for faculty participants in each.

An additional study involving motivations and outcomes could be conducted with faculty employed by community colleges with existing international education offices

and supports. Results could then be compared with this case study or other studies that involve participants who do not have access to international education office resources on their campuses and who largely organize these trips on their own. In this manner, the potential influence on motivation and outcomes of providing faculty with these additional resources and supports in the context of specific internationalization activities could be clarified.

The review of literature indicates that while student participation in study abroad activities and the impact on student development has been studied, there have been few studies offering insight into why faculty choose to lead these activities for students and themselves nor what the faculty development outcomes are for each particular type of study abroad activity. The above-mentioned proposed studies could also be conducted with a variety of institution types, as faculty development and internationalization are important for all organizations that seek to provide relevant teaching and learning experiences. This area involving faculty development, internationalization, and study abroad will continue to provide sufficient opportunities for future research within both academia and industry.

Closing

This work suggests that for these community college faculty members, individual personal and professional reasons for leading a short-term study abroad course provided the bulk of the motivation to pursue the activity itself and helped overcome the barriers of lack of institutional compensation and support. These faculty members used this opportunity for personal and professional reasons that included enhanced learning for both themselves and their students and the opportunity to be a part of their disciplinary

fields in an unusual way. The results of this case study suggest that these faculty members' intrinsic motivations may be the compelling force behind their decisions to lead short-term study abroad experiences. In addition, leading a short-term study abroad course can have immediate and planned impacts on faculty growth and professional development, including internationalization.

The variety of immediate outcomes and planned outcomes suggest that this activity provided an opportunity for faculty to not only internationalize their practice, but also enhance their practice in many other ways. As this activity was undertaken in a manner that was largely self-directed and considered faculty members' goals for their own experiences and that of their students, it was an effective tool for professional development. Further, it was a professional development activity that took place within the context of their practice of teaching and learning in their disciplines. As such, it could serve as an efficient, effective, and attractive way for faculty members to internationalize and extend their practice within the context of their academic duties. In addition, faculty members who are truly interested in stretching themselves and expanding their practice by stepping out into the field of their discipline, serving in multiple roles, coping with unfamiliar circumstances, and connecting with students and colleagues away from comfortable campus confines may find leading short-term study abroad appealing. This particular study abroad activity certainly provided faculty members with the opportunity to earn exposure to a non-American perspective without the added complications arising from language barriers, as English was the predominant medium of communication in London. The common language allowed for relatively rapid access to and understanding of materials found in the field.

Due to the relatively brief duration spent away from the home campus, short-term study abroad affords working students and those with other economic or familial considerations an opportunity to experience a globalized society and learning environment beyond the borders of locality and country. It offers that same experience to similarly situated faculty members who otherwise may not be able to participate in longer study abroad programs, but who still want to gain first-hand international perspective and knowledge. This particular short-term study abroad undertaking was a rich experience, full of opportunities for faculty development during formal lessons as well as implementation of other aspects of the trip. Activities that promote effective faculty development, including faculty internationalization, can lead to better learning and experiences for students. This is well aligned with higher education goals, particularly community colleges' stated missions that include the preparation of the next generation of workers for an increasingly globalized economy.

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APPENDIX A:

RECRUITMENT MATERIALS: INTRODUCTORY EMAIL

Dear Professor [X],

My name is Melinda Hull and I am a doctoral student pursuing a degree in Higher Education Administration at The George Washington University in Washington, DC. I received your name from [study abroad coordinator] who indicated that you are part of a group of professors leading short-term study abroad courses (January-June 2012) as part of your work at Harford Community College.

My dissertation research project involves the study of short-term study abroad courses and why and how community college faculty members undertake them. I am currently looking for community college professors who will lead a short-term study abroad course at some point during Spring 2012. I feel it would be a great opportunity to explore faculty perspectives with regards to leading this type of educational endeavor.

I will be on campus at Harford Community College on [xx] day/date. If you are interested, I am happy to meet with you personally to discuss my dissertation study. I can fill you in on more details and answer any questions you may have at that time as well. Please let me know by email if you are interested in discussing this opportunity and, if so, what time would work for you.

Thank you very much for your consideration.

Best regards,

Melinda

Melinda Hull, MSW
Doctoral Student
Higher Education Administration
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(207) 632-XXXX

APPENDIX B:

INFORMED CONSENT FORM

Leading Short-Term Study Abroad Courses:
Motivations and Outcomes for Community College Faculty

GWIRB #111126

Principal Investigator: Roger Whitaker, Ph.D. Phone number: 202-994-XXXX

Sub-Investigator: Melinda Hull, MSW Phone number: 703-248-6208

INTRODUCTION
You are invited to take part in a research study being conducted under the direction of Roger Whitaker, Ph.D., of the Department of Educational Leadership within The George Washington University's Graduate School of Education and Human Development.

Please read this form and ask any questions that will help you decide if you want to be in the study. Taking part is completely voluntary, and even if you decide you want to participate, you can quit at any time. Whatever your choice, you will not lose any benefits to which you are otherwise entitled.

PURPOSE OF THE STUDY
You are being asked if you want to take part in this study because you will be leading a short-term study abroad program on behalf of your community college during the Spring 2012 term.

The purpose of this study is to investigate the reasons why community college faculty members choose to lead a short-term study abroad course, what they hope to gain from the experience, and how it may impact their professional practice.

PROCEDURES
If you choose to take part in this study, there will be a total of three interviews (conducted on campus and while abroad); one day of group observation and one half day of individual observation, both while abroad.

The sub-investigator will:

1. Contact you via phone and email to set up a date and time for your first interview and request printed and/or electronic documents pertinent to your study abroad course and the study. Subsequent interviews will be scheduled after the first interview.
2. Conduct three interviews: one before, one during, and one after your study abroad course trip. With your permission, the interviews will be audio recorded.

3. Collect documents such as syllabi, course descriptions, resume/c.v., and any other course-related materials.
4. Observe one day of group activity/teaching while abroad and one half day of individual activity/teaching while abroad.
5. Transcribe the interview recordings and analyze them, together with the documents collected and observations taken, in light of the research questions posed.
6. Send you a copy of the results and findings after the final analysis has been conducted and the conclusions have been written into the dissertation.

Although the researcher will travel to your campus and your study abroad course location for interviews, observations, and document collection, the analysis of the data collected will be conducted at the following location: The George Washington University.

The total amount of time you will spend in connection with this study is approximately 3 days over a 3-month period.

RISKS TO TAKING PART IN THIS STUDY

Possible risks and discomforts you could experience during this study include:

- A discomfort on your part in having others read about your preparation for and leading of a short-term study abroad course.
- Nervousness on your part in answering questions about your leadership of a study abroad course and observation of your participation in a study abroad course.

You are free to skip any questions or stop participating at any point.

BENEFITS TO TAKING PART IN THIS STUDY

The benefit to you that might result from your participation in this study is:

- There are no direct benefits to you as a participant in this study. However, you will have the opportunity to reflect intentionally on your experiences with preparing for and leading a short-term study abroad course.

The benefit to your institution and the field of higher education that might result from this study is:

- Increased understanding of faculty processes for developing and leading a short-term study abroad course.

COMPENSATION

You will not be paid for taking part in this study.

ALTERNATIVES TO TAKING PART IN THIS STUDY

You do not have to participate in this study if you do not want to. Should you decide to participate and later change your mind, you can stop your participation at any time.

The investigator can decide to withdraw you from the study at any time. You could be removed from the study for reasons related solely to you (for example, not following study-related directions from the investigator) or because the study is stopped.

PRIVACY
The records of this study will be kept private. Electronic and transcribed interview and observation files will be stored on a password-protected laptop in a password-protected file. Paper documents and observation notes will be kept in a locked file cabinet. Pseudonyms will be used in interview transcripts, observation notes, reporting of the results, and the analysis within the dissertation and any published articles or presentations. When quoting portions of interviews directly in order to best describe your opinion or experience in the results, your pseudonym will be used. However, a reader may be able to identify you through information pertaining to your place of employment and discipline. GW will not release any information about your research involvement without your written permission, unless required by law.

While we cannot guarantee confidentiality of study participants during some phases of the study, we request that participants respect one another by maintaining a professional manner and courtesy at all times.

QUESTIONS OR CONCERNS
The Office of Human Research of The George Washington University can provide further information about your rights as a research participant. This office can be reached at (202) 994-2715. If you think you have been harmed in this study, you may report to the principal investigator of this study. Further information regarding this study may be obtained by contacting Dr. Roger Whitaker (principal investigator) at (202) 994-XXXX or Melinda Hull (sub-investigator) at (703) 248-6208.

You will be provided with a signed copy of this document. Please keep a copy of this document for your records.

DOCUMENTATION OF INFORMED CONSENT
If you agree to be a part of the study outlined in this document, please sign below:

_____ _____
Participant's Name (printed) and Signature Date

_____ _____
Name (printed) and Signature of Person Obtaining Consent Date

_____ _____
Principal Investigator's Signature Date

APPENDIX C:

INTERVIEW PROTOCOLS

Predeparture Interview

1. Please describe your job position and roles at [XXX] Community College.
   Potential follow-up/probing questions:
   - *When did you begin teaching at the college level?*
   - *How long have you been in this position?*
   - *Where else have you worked?*

2. Please tell me about your upcoming study abroad course and how you developed it.
   Potential follow-up/probing questions:
   - *Have you taught this course before? Where?*
   - *How did you develop the syllabus for this course?*
   - *How do you plan to use the international geographic location in your course, if at all?*
   - *How did the process of creating this syllabus compare to other syllabi you've created?*
   - *I saw [xxxxx] in the syllabus. Is this something unique to this course or have you used it before? How did you know to include it when creating this syllabus?*

3. How did you become aware of this short-term study abroad teaching opportunity?

4. What personal motivations prompted you to pursue this opportunity?

5. What professional motivations prompted you to pursue this opportunity?

6. What else has motivated you to be involved with this study abroad course?

7. What is your role as far as organizing the overall travel/study course?

8. What resources have you used to prepare for teaching this study abroad course?
   Potential follow-up/probing questions:
   - *What departmental supports are in place, if any?*
   - *What institutional supports are in place?*
   - *What personal supports are in place, if any?*
   - *If participant mentions specific supports and challenges, ask about them.*

9. What do you hope to gain from this experience?
   Potential follow-up/probing questions:
   - *What do you hope to gain personally?*
   - *What do you hope to gain professionally?*

- *What knowledge or skills do you hope to gain or practice?*
- *You mentioned you'd like to gain [xx]. How do you anticipate that will be achieved through your leading of this course?*

10. Is there anything else I should know about your study abroad course or the preparation process for it?
    Potential follow-up/probing questions:
    - *Are you excited about it?*
    - *Looking forward to it?*
    - *Concerned?*
    - *Why do you feel that way?*
    - *Follow-up/probing questions as appropriate.*

Field Interview

1. How do you feel about the lessons and excursions you've participated in so far?
   Potential follow-up/probing questions:
   - *What activities or lessons have worked well or not?*
   - *What makes you feel this way?*
   - *Additional follow-up questions related to the activities listed on the syllabus.*

2. I noticed [xxxx] in my observation of you today. How did you decide to do this?

3. In general, how are you feeling about the study abroad course experience thus far?
   Potential follow-up/probing questions:
   - *What makes you say this?*

4. Is there anything unexpected or surprising to you about the progress of the trip and course thus far?

After-Return Interview

This interview protocol will largely be based on the participant's responses from the predeparture interview.

1. Please describe your experience leading and teaching the short-term study abroad course.
   Potential follow-up/probing questions:
   - *Was it a positive experience? If so, what made it a positive experience?*
   - *How did [xxx (participant response)] make you feel? What makes you say that?*
   - *What about [xxx (participant response)] is important for me to know?*

2. Compare this teaching experience to other ones you've had at home or abroad.
   Potential follow-up/probing questions:
   - *In what ways was this experience different?*
   - *In what ways was this experience similar?*

3. What take-aways do you have from this experience?
   Potential follow-up/probing questions:
   - *What personal take-aways do you have?*
   - *What professional take-aways do you have?*
   - *What events or experiences contributed to [xxx takeaway]?*
   - *How might you use [xxx takeaway]?*

4. Looking back on what you hoped to get out of this experience (reference from predeparture responses), what do you think of them now?
   Potential follow-up/probing questions:
   - *What things were realized?*
   - *What things were not realized?*
   - *To what do you attribute the realizations or lack of realizations?*

5. Would you do anything differently next time?
   Potential follow-up/probing questions:
   - *How would you prepare differently?*
   - *How would you teach differently?*
   - *Would you like to do more study abroad trips?*
   - *What makes you say this?*

6. Are there any particularly salient events or occurrences that come to mind from any aspect of this short-term study abroad course?

7. Is there anything you'd like for me to know about your experience that we have not already discussed?
   Potential follow-up/probing questions:

- *Is there anything you'd want to share about this experience in particular with your colleagues who may be considering leading short-term study abroad courses?*

8. Additional questions generated from predeparture interview and field observations and conversations.