

AN ANNOTATED BIBLIOGRAPHY ON FACULTY ENGAGEMENT AND EDUCATION ABROAD

Practitioners Engaging with Faculty

Barr, T. F. (2013). Utilizing student affairs professionals to enhance student and faculty experiences and mitigate risk in short-term, faculty-led study abroad programs. *q t coq fh c q co f ec q tf ftf* (2), 136.

- This conceptual paper examines the value that student affairs professionals can bring into the context of study abroad. Specifically, this paper discusses the use of student affairs professionals in short-term, faculty-led study abroad programs to enhance student experiences, support faculty by taking over the "student support" role, and manage risk.

Childress, L. K. (2009). Internationalization plans for higher education institutions. *q t coq f ftf fh c q co f ec q* ⁴(3), 289-309.

- This article presents the results of a study conducted with the American Council on Education's Center for International Initiatives on the types, prevalence, development, implementation, and monitoring of internationalization plans at 31 Association of International Education Administrator institutions. The article discusses the development of an internationalization plan typology, developed based on analysis of these internationalization plans, which can be used by higher education administrators and scholars in designing and evaluating internationalization plans to address specific institutional needs.

Childress, L. K. (2010). *fh fh c ttf efh t^c ftf^c F fh fta ce o^c fh c fh fh fh c q co^hc q*. New York: Peter Lang.

- During the last few decades, many university presidents and provosts have expressed an intent to internationalize their institutions to equip students with the broad intellectual skills necessary to succeed in the global twenty-first century. This book identifies what successful institutions have done to overcome endogenous challenges and successfully engage faculty in the internationalization process.

Dewey, P., & Duff, S. (2009). Reason before passion: Faculty views on internationalization in higher education. *J fh f ec q* ⁸(4), 491-504.

- Although faculty are necessarily key participants in initiatives to internationalize academia, surprisingly little work has been published that addresses the roles, responsibilities, and problems faced by the faculty on an operational level. This article has been written to provide administrators with some insight into faculty perspectives on the goals, strategies, and processes of internationalization.

Osfield, K. J., & National Association of Student Personnel Administrators (U.S.). (2008). *fh c q co^hc q q tf fh c c ttf c f tffb eftf A fh fh aq co ftf fh fh* Washington, D.C: NASPA.

- *fh c q co^hc q q fh A c ttf c f fh eftf A fh aq co ftf fh fh* explores the development of student services around the world and how those services are actually delivered. Join an intercontinental group of 36 authors on a journey through the Asian Pacific region, Europe, the Middle East, and beyond as they share how student affairs functions in their respective countries. The authors explore the role international education plays in building communities, developing institutional partnerships, expanding perspectives, and strengthening communications on campus. Student affairs educators will find this book an essential resource for developing and refining programs that prepare students for personal and professional futures as citizens of a more global society.

- Stohl, M. (2007). We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade. *q t coq f ftf fh c q co f ec q* ⁴⁴(3-4), 359-372.
- This article argues that the chief challenge for developing and sustaining internationalization in the context of the challenges and opportunities of the 21st century is the engagement of faculty. To capture the faculty's interest in, and commitment to, internationalization, the author argues that university stakeholders need to move beyond the conceptualization of the internationalization or globalization of higher education in terms of how the different aspects of teaching, research, and service functions of the university are becoming more "internationalized" and examine how these activities encourage greater learning and discovery. The primary challenge is to convince faculty that their scholarship and teaching will benefit from these efforts by considering the risk and reward structures within institutions and faculty cultures.
- Watts, K. (2015). *F t fb tf qt fh tf f c tqc f tq tc tfc c oe a tf ftf c b at fhce o c fh fh fh fh*(Doctoral dissertation). Johnson & Wales University, Rhode Island.
- The purpose of this qualitative, descriptive inquiry was to explore the faculty experience directing a short-term, study abroad program. The findings from this study may inform faculty, administrators and the higher education community about the faculty experience directing a study abroad program and how to best meet the needs of faculty in the program design phase, during their travel overseas with students, and when they return to campus.

Faculty Engagement & Development

- Childress, L.K. (2007). Faculty engagement in the operationalization of internationalization plans. (Doctoral dissertation). The George Washington University, District of Columbia.
- The purpose of this study was to investigate the strategies used at two higher education institutions (Duke University and the University of Richmond) to engage faculty in the operationalization of internationalization plans. The findings indicated in this study showed that Duke and Richmond strategically engaged faculty in internationalization through the integration of five key components—intentionality, investments, infrastructure, institutional networks, and individual support.
- Eckert, J., Luqmani, M., Newell, S., Quraeshi, Z., & Wagner, B. (2013). Developing short-term study abroad programs: Achieving successful international student experiences. *A fh ec q t coq tf ftf f ec q* (4), 439.
- This article draws on a case study approach to examine how short-term study programs were initiated, planned, organized and implemented in five countries - Malaysia, Singapore, Chile, Germany and Australia. Drawing on actual study abroad programs (SSA) experiences and outcomes, this paper proposes a SSA framework consisting of planning, marketing, conducting and evaluating stages that can make the study abroad process understandable, efficient and easier to implement.
- Hulstrand, J. (2009). Attracting faculty to education abroad. *fh c q co f ec qt* ^{4 8 7 84}
- This article examines some of the most effective methods that higher education institutions have created meaningful, substantive, and long-term change on their campuses and developed ways of encouraging their own faculty to become more involved in education abroad.

McKenzie, R., Lopez, T., & Bowes, D. (2010). Providing international opportunities for business students: A guide to planning a short-term study abroad program at regional and small universities. *A f h e c q t c o q t f f t f f f e c q* ⁶(8), 59.

- Faculty who endeavor to develop study abroad programs face many challenges, particularly at smaller universities where resources may be very limited. This article offers recommendations to help faculty of regional and small universities who are considering developing a new direct-enrollment short-term program.

Moseley, W. G. (2009). Making study abroad a win-win opportunity for pre-tenure faculty. *t q f t f f h f h f t f e o c t c q t c o q f c A t q c f*, 18, 231-240.

- While study abroad is increasingly popular among students in the United States (IIE 2007), tenure-track faculty involvement with these programs has not kept up with student demand. Using a Macalester College-Pomona College-Swarthmore College sponsored program at the University of Cape Town as a case study, this article outlines how study abroad opportunities may be leveraged in support of the research imperatives of junior faculty as a mechanism for encouraging student-faculty research collaborations as a vehicle for exploring collaboration with non-US faculty.

Santos, S. D. (2014). A comprehensive model for developing and evaluating study abroad programs in counselor education. *f h c q c o q t c o q t f h A f c e f h f h q q t f f o* ⁶(3), 332-347.

- This paper introduces a model to guide the process of designing and evaluating study abroad programs, addressing particular stages and influential factors. The main purpose of the model is to serve as a basic structure for those who want to develop their own program or evaluate previous cultural immersion experiences.

Vaz, R., & Demetry, C. (2010). *U f b t f h f h q t c f F f h f a q f h q c e o c q f b f f h c q c o t q t c t f* Paper presented at the 40th ASEE/IEEE Frontiers in Education Conference.

- Faculty-led experiential study abroad is an increasingly popular vehicle for internationalizing STEM (science, technology, engineering and mathematics) education; however, STEM faculty members can lack the necessary knowledge and experience to lead study abroad programs, and may be reluctant to get involved. This paper discusses strategies to engage and prepare STEM faculty to lead experiential study abroad programs that are scalable and sustainable.

Faculty Experience with Education Abroad

Festervand, T. A., & Tillery, K. R. (2001). Short-term study-abroad programs-A professional development tool for international business faculty. *q t c o q f e c q q t t f f t f f* (2), 106-111.

- In this article, the authors describe how faculty participation in a short-term study-abroad program contributed to faculty members' international professional development and teaching effectiveness. The academic program and development experience described occurred within the context of a graduate economics course that was developed in Japan and conducted on several occasions.

Furman, R. (2007). Faculty self-reflection and study abroad: An expressive approach to autoethnography. *U f h o f b q t f c t t c f t f q t q f t f q c o l f b* ^{4 6}(4), 18-29.

- Numerous differences exist between faculty and their social work students that sometimes create misunderstandings during study-abroad experiences. This articles details a type of reflective process that faculty can utilize to enhance their own international and cross-cultural teaching.

Goode, M. L. (2013). *Intercultural Competence in the Teach-Abroad Classroom* (Doctoral dissertation). University of Minnesota, Minnesota.

- This study explores the ‘teach–abroad classroom’, defined as “the teaching and learning processes and interactions between faculty and students” in this learning environment. Utilizing intercultural competence theory, this study reports findings related to faculty and learner expectations, perceptions, challenges, and responses in the teach–abroad learning environment.

Goode, M.L. (2008). The Role of Faculty Study Abroad Directors: A Case Study. *Journal of Intercultural Studies*, 15, 149-172.

- While existing research has explored the multiple dimensions of the faculty study abroad director’s role, there has been less analysis of the place of intercultural development in this role. This study sought to fill this by examining this role and focusing on how intercultural development – which is frequently named as one of the primary goals of study abroad programs – informs this position.

Jutte, L. S. (2011). Developing a short-term, faculty-led sports medicine study abroad experience. *Journal of Intercultural Studies* 6(3), 163-168.

- While sports medicine study abroad opportunities have recently increased, the literature regarding their development is non-existent in athletic training education literature and very limited in general education literature. The purpose of this manuscript is to draw upon the authors’ experience to describe the essential design elements that must be considered when planning and executing a short-term, faculty-led study abroad program.

Kahl, J., & Ceron, J. (2014). Faculty-led study abroad in atmospheric science education. *Journal of Intercultural Studies* 8(2), 283-292.

- This article provides an overview of a faculty-led study abroad experience in atmospheric sciences, covering course content, hands-on learning, and program assessments and evaluation.

Koernig, S. K. (2007). Planning, organizing, and conducting a 2-week study abroad trip for undergraduate students: Guidelines for first-time faculty. *Journal of Intercultural Studies* 5 (3), 210-217.

- This article provides specific recommendations to help faculty members organize, plan, and conduct a short-term overseas study tour. Specifically, strategies are presented to help with managing student anxiety in the pre-trip sessions, acclimating the students to their new environment in the early part of the trip, balancing academic content with cultural activities, selecting types of learning activities, and facilitating a student exchange with a local university.

Savishinsky, M. (2012). *Faculty Perspectives on Study Abroad Programs* (Doctoral dissertation). University of Washington, Washington.

- This article explores the experiences and perspectives of college and university faculty members who developed, directed and instructed study abroad programs for undergraduate students from three different institutions: a large research university, a private comprehensive university, and a community college. This study concluded that despite significant institutional initiative and rhetoric in favor of increased internationalization, faculty members faced diverse institutional policies, practices and attitudes that inhibited or prevented their participation. This study also highlighted numerous ways in which institutions can and do encourage and support engagement and participation.

Internationalization & Curriculum Changes

Brewer, E. (2010). Leveraging partnerships to internationalize the liberal arts college: Campus internationalization and the faculty. *Journal of Internationalization in Higher Education* 12(1), 83-96.

- This chapter provides a review of study abroad and partnerships within the context of liberal arts colleges. Particular attention is given to the role of faculty and the internationalization of the curriculum.

Brewer, E., & Cunningham, K. (2009). *Internationalization of the Liberal Arts College: A Guide for Faculty*. Sterling, Va: Stylus Pub.

- To achieve the goal of engendering intercultural competence and intellectual development, this book proposes two strategies: structure study abroad to bridge the separation of academic learning from experiential and intercultural learning; and integrate study abroad with the undergraduate curriculum. In proposing this integration, the editors take into account the need for institutional change, and recognize faculty members' concerns about maintaining the integrity of the curriculum, teaching in areas outside their expertise, and keeping up with ever-evolving institutional missions.

Gore, J. (2009). Faculty beliefs and institutional values: Identifying and overcoming these obstacles to educational abroad growth. In R. Lewin (Ed.), *Internationalization of the Liberal Arts College: A Guide for Faculty* (pp. 282-302). New York, NY: Routledge.

- Despite growing interest in international education, institutional policies do not encourage faculty to support education abroad. This chapter identifies the obstacles presented by faculty and developing a strategy to overcome them when internationalizing American higher education.

Gouldthorpe, J. L., Harder, A. M., Roberts, T. G., & Stedman, N. L. P. (2012). Understanding perceived short-term outcomes from a faculty travel abroad experience in Ecuador. *Journal of Internationalization in Higher Education* 14(1), 17.

- In an attempt to facilitate internationalization of undergraduate curriculum, eight faculty members from a land-grant institution participated in a short-term study abroad and upon their return, participants were asked to reflect on changes from initial attitudes or beliefs, perceived benefits gained from participation in the program, and anticipated impacts on academic activities. Results show that participating faculty members aspired to integrate global activities into their on-campus courses and research endeavors as a result of participating in this program.

Niehaus, E., & Williams, L. (2015). Faculty transformation in curriculum transformation: The role of faculty development in campus internationalization. *Journal of Internationalization in Higher Education* 17(1), 59-74.

- Curriculum transformation is often cited as one of the key strategies for internationalizing higher education in the United States, and faculty members play a central role in this process. The purpose of the study was to explore the potential for professional development initiatives to foster the transformation in perspectives necessary for faculty members to engage in curriculum internationalization.

Schuerholz-Lehr, S., Caws, C., Gyn, G. V., & Preece, A. (2007). Internationalizing the higher education curriculum: An emerging model for transforming faculty perspectives. *Journal of Internationalization in Higher Education* 9(1), 67.

- This article reports the findings of a university's pilot project documenting the impact of an intervention entitled Course (Re)design for Internationalization Workshop on faculty perspectives and their subsequent willingness to engage in internationalization of the curriculum. Interpretative qualitative analysis of the data showed that faculty engaged in the process at a very deep level and reported intellectual changes in their perspectives; in addition, they also demonstrated a willingness to change their conceptual and practical understandings of the process of internationalization of the curriculum.

Schwietz, M. (2006). *Faculty Attitudes, Beliefs, Experiences, and Involvement Related to Internationalization by Faculty Members at a Group of Universities in the US*. (Doctoral dissertation). University of Pittsburgh, Pennsylvania.

- This study investigates the attitudes, beliefs, experiences and involvement related to internationalization by faculty members at a group of universities in the US. The research shows that faculty with higher levels of international experiences at different educational stages have higher levels of involvement in internationalization as faculty members, and also have favorable attitudes about internationalization.

Shupe, E. I. (2013). The development of an undergraduate study abroad program: Nicaragua and the psychology of social inequality. *Journal of International Education*, 124-129.

- This article describes a program in Nicaragua on the psychology of social inequality. The author outlines some initial steps in the program development process and urges faculty members to consider designing new study abroad programs in psychology.

Womble, L., & Babb, J. (2014). A model for designing faculty-led study abroad programs in the business curriculum. *Academy of Educational Leadership Journal*, 18(3), 93.

- This paper outlines experiences in developing a study abroad program focused on the needs of the business curriculum and provides cost and feasibility limitation discussion. The authors compare and contrast their recent faculty-led study abroad programs in order to provide a model for analysis such that these programs provide both rigorous and relevant content and structure which increases the global and international competencies of their students.

Institutional Support for Education Abroad

Mullens, J. B., & Cuper, P. H. (2012). *Faculty-Led Field Course Development: A Model for Designing Faculty-Led Study Abroad Programs in the Business Curriculum*. Charlotte, NC: Information Age Pub.

- Mullens and Cuper explores the development of faculty-led field-course development. The book moves from answering the question why into discussing how to go about development and delivering a faculty-led field course. The book also presents a good deal of practical information.

Nolan, W. R. (2009). Turing our back on the world: Study abroad and the purpose of U.S. higher education. In R. Lewin (Ed.), *Internationalization of Higher Education: A Handbook for Faculty* (pp. 266-281). New York, NY: Routledge.

- This chapter questions why students are not studying abroad in greater numbers at a time when it has never been more important. The author suggests that it comes down to a lack of university interest in international studies, a healthy dose of faculty skepticism, and little incentive to change. Nolan follows by offering a myriad of practical suggestions to address each of these issues.

Paus, E., & Robinson, M. (2008). Increasing study abroad participation: The faculty makes the difference. *Journal of International Education*, 33-49.

- This study identifies parent and faculty encouragement as key determinants of a student's education abroad decision. They stress the role of the faculty in increasing participation because the statistical coefficient on their encouragement is larger, because it is more feasible to involve faculty in a student's decision than to involve parents, and because faculty encouragement may well be the key to enticing significantly more students to study abroad, especially from groups which have been underrepresented in study abroad; hence, make it possible to assess the effectiveness of some of the institution's existing policies for expanding study abroad and to identify new areas for policy intervention.