Practitioners Engaging with Faculty


- 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.


- 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.


- 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.


- 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.


- *Internationalization of Student Affairs and Services: An Emerging Global Perspective* 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.

- 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.


- 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**


- 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.


- 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.


- 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.

- 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.


- 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.


- 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.


- 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**


- 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.


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

- 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.


- 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.


- 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.


- 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.


- 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.


- 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


- 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.


- 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.


- 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 internationalization American higher education.


- 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.


- 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.


- 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.

- 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.


- 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.


- 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**


- *Part I, Faculty-Led International Programs: Examining the Value,* explores the *why* of faculty-led field-course development. *Part II, International Program Organization: Undertaking the Tasks,* moves from answering the question *why* into discussing *how* to go about development and delivering a faculty-led field course. *Part III, The Learning: Realizing the Potential of Faculty-Led International Programs,* also presents a good deal of practical information.


- 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.


- 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.