

ABSTRACT

PAPARELLA, PAUL DAVID. Learning to Lead: Faculty Learning on Short-Term Study Abroad Programs. (Under the direction of Dr. Audrey Jaeger.)

The purpose of this doctoral study was to gain a deeper understanding of faculty learning from their experiences directing and teaching on short-term study abroad programs. While student learning outcomes in education abroad have been widely studied over the years (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Chieffo & Griffiths, 2004; Mapp, 2012; McKeown, 2009; Ransbury & Harris, 1994), only a few empirical studies (Rasch, 2001; Strang, 2006, Watts, 2015) have examined another vital stakeholder in any university's internationalization strategies: the faculty who direct short-term study abroad programs.

This gap in the literature is surprising given the increasing popularity of credit-bearing study abroad programs, in particular short-term programs (which can include summer, January term or Maymester) within the last decade. With rising student enrollments leading to an increase in the variety and type of study abroad program offerings, university officials are also working to increase the accessibility of these programs to traditionally underrepresented students. In addition to concerns about program access and equity, institutions of higher education are also addressing questions from parents and other stakeholders about the academic rigor of short-term programs as well as the risk of sending undergraduate students abroad, with differing levels of preparation. Studies (Hoye & Rhodes, 2000; Janeiro, Fabre & Rosete, 2012; Luethge, 2004) reveal the legal exposure faculty directors may face especially overseas when handling individual student emergencies or group-level crises, ranging from natural disasters or terrorist activity, without the support of campus-based offices and systems such as campus police or the student health center.

These rising concerns about the evolving landscape in study abroad render it critical to focus not only on students going abroad and their experiences, but also on the faculty directors who are responsible for supervising and teaching their students on the program. Using a basic qualitative research design, the researcher interviewed 16 faculty directors from six different institutions of higher education in the southeast U.S. to investigate the following research questions: What are experienced faculty directors perceiving to be the most important dimensions of their role? And how did they learn about these dimensions? This study sought to answer those two research questions, using Goode's basic typology (2007) as an analytical tool for understanding faculty director's roles and responsibilities from an organizational perspective, while also seeking deeper insights into faculty learning by employing Neumann's (2009) five learning propositions for an 'inside-out' point of view. The role of context in shaping faculty learning was another key component in this study.

Findings in this study supported the relevancy of the four dimensions in Goode's typology ("Dean of Students", Logistical, Intercultural, and Academic) to understanding the fundamental responsibilities of directing a short-term program. This study recommended updating the typology to include the addition of certain responsibilities within each dimension, namely, sexual assault awareness, pre-departure preparation, admissions and enrollment management, intercultural mentoring, inclusive teaching practices and experiential learning pedagogy. Other insights gained from this study include changes in faculty identity that can take shape over time when directing a short-term study abroad program, as well as the personal and professional development opportunities faculty directors may experience when leading their programs, that can foster new forms of scholarship, in terms of content and pedagogical practice.

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Learning to Lead: Faculty Learning on Short-Term Study Abroad Programs

by
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DEDICATION

To my wife, Jiyeon Jeong, and children (Gina and Logan), as well as my parents,
Paul and Catherine Paparella:

Words cannot express the seemingly endless love, support and patience you have all given me these past seven years, which enabled me to overcome every challenge and setback encountered along the way.

To my parents: Rest assured, I will never forget your kindness and emotional support, clearly conveyed in every phone call and email. You serve as a guiding inspiration for me, and I cherish your wisdom, encouragement, and humor, all of which helped me persevere, even in my most exhausted state. Thank you for never giving up on me and for never ceasing to listen.

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To my children, Gina and Logan: While you may not realize what this seven year journey has meant to your father until you are much older, I dedicate this dissertation to you both as well, in hopes that it will bring a brighter future and serve as an example of how hard work and a commitment to education can yield untold benefits. Thank you for filling my life with your laughter, curiosity, and hope, re-energizing me even during my most difficult

moments. I look forward to the quality time we will be spending together, especially on weekends!

BIOGRAPHY

Paul D. Paparella grew up in Suffern, New York and attended Siena College in Albany, NY, majoring in political science. In 1995, he completed his Master's degree in International Relations at the State University of New York at Albany (SUNY Albany), Rockefeller College of Public Affairs and Policy. His initial career interests centered on international development, and shortly after receiving his MA, he worked for an international non-profit organization based in Washington, DC.

Seeking new career opportunities while also attempting to satiate the travel bug, Paul decided to live and work as an ESL instructor in South Korea for several years (1998-2001) which enabled him to travel to a variety of countries in Asia and the Pacific Rim, deepening his interest in learning about other cultures and enhancing his global perspectives. As a result of these international experiences, Paul's career interests began to shift toward international education. After returning to the U.S. in 2001, he spent four years working for World Learning's School for International Training in Brattleboro, Vermont, as a study abroad advisor and program coordinator for SIT's summer and semester programs in Asia and Oceania. He later joined Duke University's Global Education Office for Undergraduates in 2006 as an Assistant Director, managing a variety of international and U.S.-based Duke administered 'study away' programs. While at Duke, Paul has developed a research interest in areas that include assessment of faculty and student learning outcomes from study away programs, intercultural competency development, safety and risk management for students abroad, inclusive learning pedagogy, and best practices in experiential learning.

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CHAPTER ONE: INTRODUCTION

Within the United States, the proliferation of cross-border education sponsored by institutions of higher education over the past 20 years has been widely noted, with 325,339 U.S. students studying abroad for academic credit in the 2015-2016 academic year, according to the 2017 Open Doors report from the Institute of International Education (IEE). This was an increase of 3.8% from the previous year and an all-time record for study abroad among U.S. students (Open Doors, 2017). As universities in the U.S. expand the portfolio of global opportunities for their undergraduate and graduate students, often with faculty driving these efforts (Hulstrand, 2009), these institutions continue to pursue internationalization as a means to create and cultivate students with a global perspective (Braskamp, Braskamp, & Merrill, 2009).

Although many studies are available that have documented the experiences of undergraduate students who chose to study abroad, there has been much less research on a critical stakeholder in any university's internationalization efforts, the faculty who many universities and colleges employ to direct these international programs for undergraduates. To make up for this shortfall, my study will add to the scholarly literature on study abroad from the perspective of faculty who lead these credit-bearing programs abroad. This study should also be of value for study abroad administrators who are seeking to find different approaches to train new faculty directors of their international programs.

Definition of Internationalization

Noting the widespread and varying use of the term internationalization, Knight (2004) helped clarify this construct with the following definition that has been widely cited in the literature: "Internationalization at the national/sector/institutional levels is defined as the

process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 11). Other scholars (de Wit, Hunter, Howard, & Egron-Polak, 2015) added to Knight’s (2004) definition of internationalization by providing a supplemental purpose: education for the public good and improving academia’s mission. As they stated, “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (de Wit et al., 2015, p. 29).

Specific examples of internationalization activities include international exchange programs, transnational research, recruitment of international students, service-learning programs, international branch campus building, internationalization of the curriculum at home, and study abroad (de Wit, 2002). In fact, previous research on higher education cites the vital role that faculty play in all aspects of internationalization (Childress, 2010; Engberg & Green, 2002), yet research that centers specifically on the role of faculty directors in education abroad is limited, with only a few studies available (Rasch, 2001; Strang, 2006, Watts, 2015).

One particular facet of internationalization, education abroad, frequently referred to as study abroad, is defined as an “education abroad enrollment option designed to result in academic credit” in the Education Abroad Glossary (Forum for Education Abroad, 2014, p.13). Whether for a summer, semester or academic year, many higher education institutions provide study abroad opportunities that feature credit-bearing coursework in countries around the world. The increase in study abroad programs and student enrollments nationwide coincides with globalization patterns such as an increasingly interconnected

world—technologically and economically speaking—with international travel becoming more commonplace (Anderson, Lawton, Rexeisen, & Hubbard, 2006).

Lincoln Commission and the Growing Importance of Study Abroad

The Lincoln Commission (2005), spearheaded by the late U.S. Senator Paul Simon, was a bipartisan panel of government-appointed education officials that outlined a bold vision to have one million U.S. undergraduates study abroad for academic credit by the year 2020. In its landmark report, the Commission presented a robust defense of the value of study abroad, citing the ways in which study abroad can enhance U.S. global economic competitiveness and maintain the country's security, a key concern following the September 11, 2001 attacks on the U.S. The report states, "Study abroad is one of the major means of producing foreign language speakers and enhancing foreign language learning. In today's world, study abroad is simply essential to the nation's security" (Lincoln Commission, 2005, p. 6).

In addition to addressing national security concerns, the Commission's report depicted other benefits of study abroad, including the value of training students with skills and knowledge to be global citizens while boosting their intercultural sensitivity—a critical factor to enhancing the performance of U.S. businesses that are tied to international trade (Lincoln Commission, 2005; Wiers-Jenssen, 2008). Just as crucial to the nation's economic success, according to the Commission, is the notion of a globally competent American leadership capable of defending its democratic values.

The gradual increase in the number of U.S. undergraduate students studying abroad each year appears in data from the Open Doors Report from the IIE (2017). For example, during the 2000-2001 academic year, 154,168 U.S students (graduate and undergraduate)

studied abroad, compared with 325,339 U.S. students in the 2015-2016 academic year, an increase of 111% over this 15 year time period. While this growth in student participation is considerable, it continues to fall short of achieving the Commission's target goal of one million U.S. students studying abroad by 2020 (Twombly, Salisbury, Tumanut, & Klute, 2012). In fact, the 285,322 U.S. undergraduates who studied abroad in the 2015-2016 academic year are but a small percentage of the total national enrollment of 16,470,964 U.S. undergraduate students (excluding international students) in higher education (Open Doors, 2017).

To put this in perspective, these participation numbers represent a mere 1.7% of all U.S. students enrolled in U.S.-based higher education institutions in 2015/2016 and only 10.4% of U.S. graduates (Open Doors, 2017). According to Stanitski and Fuellhart (2003), the low study abroad participation rate among undergraduate students in the U.S. can be attributed to a variety of factors, including financial limitations, curricular requirements on the home campus that limit student's opportunities to go abroad, or shifts in student's priorities during their undergraduate career (i.e., some students may end up choosing a U.S.-based internship over an international program if they feel compelled to choose one over the other). These constraints have made it difficult for U.S. colleges and universities to show large-scale growth in their study abroad enrollments in the short-term, but as noted previously, when viewed over a longer stretch of time, such as the past decade, the gradual increase of student participation in credit-bearing study abroad becomes more apparent.

Generation Study Abroad

A more recent initiative to increase the study abroad participation rates for undergraduate students in the U.S. has emerged, known as Generation Study Abroad.

Sponsored by the Institute of International Education (IIE) with a \$2 million initial investment, “Generation Study Abroad is a five-year initiative to mobilize resources and commitments with the goal of doubling the number of U.S. students studying abroad by the end of the decade” (“Generation Study Abroad,” n.d.). To achieve the objective of doubling the participation rate, which would bring the enrollment total to 600,000 undergraduate students per year, additional funds will be required from other institutions throughout the U.S. to allow for new scholarships for high school and university students. The Institute for International Education is also soliciting support toward this initiative from the U.S. government (as well as other countries that are trying to increase the number of U.S. students applying to their universities), along with interested private sector and non-profit organizations. This comprehensive approach aims to change the study abroad landscape by opening up opportunities for all students, especially those with financial need, to participate in study abroad as a means to bolster their career prospects in a global, 21st century economy.

Despite the national challenge of boosting low rates of participation in study abroad to the aspirational levels of Generation Study Abroad, U.S. institutions of higher education are nonetheless responding to the increased annual demand from students wishing to study abroad. One of the most visible signs of this response on a national level has been the rapid expansion of short-term programs (characterized as study abroad programs that last eight weeks or less) such as January term (also known as ‘J-term’), ‘Maymester’, and summer programs. These programs are described in the following section, including the benefits they provide for students and faculty, as well as the challenges that colleges and universities (along with faculty directors) may encounter in preparing for and running short-term programs abroad.

Overview of Short-term Study Abroad Programs

American public and private colleges and universities have been offering study abroad programs since 1923 when a professor at the University of Delaware first led a junior year abroad program in France. So while the study abroad experience within the U.S. is itself not a new development, what has appeared within the past two decades is a surge in student demand nationwide, especially for short-term programs (Mapp, 2009). This trend has prompted institutions of all types, ranging from four-year institutions to two-year community colleges, to expand education abroad opportunities and take advantage of the fact that faculty at these universities may be more willing to undertake the responsibility for leading a short-term program. In addition to the rapid growth of short-term study abroad programming, another widely noted trend in international education has been the development of a wider variety of program types that include internships and service-learning activities (Donnelly-Smith, 2009) though the focus for this study will be on traditional short-term faculty-led, credit-bearing education abroad programs.

The uptick in short-term study abroad programming is reflected statistically: the number of students enrolled in short-term programs now represents well over half of the study abroad population (63%), compared to approximately 35% who opt for semester-long programs and a mere 2.4% of study abroad students who participate in traditional year-long programs (Open Doors, 2017). Whalen (2008) acknowledged the variety of programming available, including special courses created for U.S. or other international students on the program; integrated university study where students directly enroll in a foreign university; one-on-one student exchange programs, faculty-led short-term study abroad programs and

travel-embedded courses taught by faculty that fall outside of the study abroad office's purview.

Indeed, since most short-term programs are directed by university faculty and receive the largest share of students compared to other types of international programming, the focus of this study will be centered on faculty, and their learning experiences when directing a short-term study abroad program. The escalating popularity of short-term study abroad programs can be attributed to various benefits that students experience when they choose this type of program over a longer-term international sojourn.

Benefits

With regard to students, the rising popularity of short-term study abroad programming has been attributed to a variety of factors, in particular greater affordability, with these programs typically offered at lower price points than semester or academic year study abroad program offerings. Reduced costs can help students with higher financial need such as first-generation students who may have already secured substantial financial aid or scholarship funding. Another benefit of short-term study abroad programs is the ease of accessibility they provide students in certain disciplines with tightly sequenced curricular requirements, including engineering or the hard sciences that may make it more challenging for students to study abroad for longer periods of time than the summer or a J-term (Hulstrand, 2006).

Yet another advantage of short-term programs is that they allow students who have not been overseas before to try this out as an important first step before considering a longer sojourn abroad, thus building their self-esteem in the process as a form of learning (McKeown, 2009). Moreover, several studies have documented ways in which study abroad

experiences can serve as professional development opportunities where undergraduate students can acquire marketable skills, such as intercultural communication and creative thinking (Carley & Tudor, 2006; Mills, Deviney, & Ball, 2010; Movassaghi, Unsal, & Göçer, 2014).

There are benefits for faculty directors of short-term study abroad programs as well. An advantage for faculty members who direct a short-term study abroad program is that they are able to control the curriculum, aligning the program activities with the student's coursework on the home campus (Donnelly-Smith, 2009). Moreover, short-term programs often provide greater flexibility with faculty schedules, compared to semester or academic year programs, which would require the faculty member to receive approval from the appropriate department head for a leave of absence, and would entail a more difficult sacrifice of teaching and research responsibilities on the home campus (Mapp, 2012). Lastly, the rewards of leading a study abroad program include the ability for faculty to offer unique, enriching intercultural experiences that can be brought back to the home campus for more research and enhanced teaching (Sandgren, Elig, Hovde, Krejci, & Rice, 1999).

Yet the benefits of directing a short-term study abroad program also need to be weighed against the various challenges inherent in this position. The complexity of the position stems from the fact that not only are there multiple levels of responsibility involved (institutional, program, and student-level), but the faculty directors themselves may have differing degrees of control over some of these challenges, especially at the institutional and student level.

Challenges

Institutional level (institution and faculty). With the rapid growth in short-term study abroad programming, came greater calls for accountability from stakeholders ranging from government officials, policy makers and senior-level university administrators, to parents and professional associations (Bolen, 2001; Stebleton, Soria, & Cherney, 2013). The heightened demands to justify the value of the short-term study abroad experience for students surged in recent years due to emerging concerns about a) whether the institution's short-term study abroad programs provide a sufficient level of academic rigor that justifies assigning academic credit to the experience in compliance with the university or college's accreditation requirements (an area of responsibility shared by both the institution as well as the faculty directors who manage programs abroad), and b) whether the university or college can provide financial support to students for a short-term study abroad experience, which is the institution's responsibility to increase the capacity of its financial aid office to support student access to short-term programs.

Academic rigor.

Some scholars have criticized the increased commodification of study abroad in higher education, reflected in the consumeristic approach taken by various higher education institutions to market and advertise their study abroad programs that can override the academic focus (Bolen, 2001; Engle & Engle, 2010). There is also concern that some of the undergraduate students who choose a short-term program may adopt a touristic attitude while abroad. This can be contrasted with student expectations that the pre-packaged 'bubble' experience will allow them to fulfill all of their personal goals with only minimal effort on their part to gain a deeper sense of cultural understanding through meaningful engagement

with citizens from the host community (Ogden, 2008; Tenhaken, 2014). Compounding the difficulty in maintaining a suitable level of academic rigor for the short-term program abroad, is the lack of required standards for universities and colleges to follow, making it less evident for faculty directors to know how to be consistent in setting their academic expectations for the study abroad programs they manage (Bolen, 2001).

Since the ever-expanding array of short-term programs has also invited critical commentary and sweeping generalizations of the kind witnessed in news accounts (Marklein, 2004), it becomes the responsibility of the institution and the administrative office offering short-term faculty-led programming to ensure that faculty directors are given the training necessary to create robust experiential learning opportunities for their students. Although experiential learning is a primary objective in most study abroad programs, faculty may be new to this style of pedagogy or simply unaware of how to incorporate culturally immersive elements to their program (Roberts, Conner, & Jones, 2013; Zamastil-Vondrova, 2005). Failure to offer sufficient guidance and training to faculty directors can result in programs that tilt more toward recreation and less toward education despite lofty program goals (Mills et al., 2010).

Financial. As argued by Brown (2002), from a financial perspective, it can be difficult for institutions of higher education, in particular public universities dependent on state funding, to secure additional funding resources for students with high financial need so that students can afford a short-term faculty-led program. Many students also rely on financial aid and scholarships for study abroad opportunities, especially summer programs that exist outside of the academic year, though such aid may be limited depending on the institution and its policies on releasing institutional and federal aid for a study abroad

program (Dessoiff, 2006). With competition for limited financial resources, institutions of higher education must also be prepared to demonstrate why education abroad is a worthwhile investment, since funds for the school's international programming could otherwise be steered toward administrative offices and academic departments on campus.

Kamdar and Lewis (2015) maintain that justifying this spending for study abroad requires assessing the value of the experience, a task that falls on both university administrators as well as faculty directors who are in the best position to gauge whether the students on their program are achieving the various goals set out for them. Yet reaching a consensus as to which program objectives are the most important for assessment is not an easy task, since it is common for universities to list multiple objectives for their study abroad programming, ranging from enabling students to achieve select pre-professional goals, interact successfully with citizens from the host country in terms of communication and behavior, achieve various academic outcomes, and experience personal enrichment on a wide range of criteria such as becoming a global citizen (Braskamp, Braskamp, & Merrill, 2009).

As Anderson et al. emphasize, "While the specific objectives established for study abroad programs vary from institution to institution, academic and intercultural competencies are common to virtually all programs" (2006, p. 458). And despite the considerable number of studies that have examined the academic and intercultural impacts of study abroad on undergraduate students (Chieffo & Griffiths, 2004; Mapp, 2012; McKeown, 2009), the literature on international education often fails to explain the role of the faculty director in facilitating opportunities for students to achieve the academic and intercultural objectives of the program.

While students must bear responsibility for their academic and intercultural performance on a study abroad program, the faculty director who leads the program abroad needs to have the professional skills and ability to enable students who put forth the effort to achieve the program's objectives (Tenhaken, 2014), keeping in mind how the program objectives will be expected to coincide with the institution's overarching internationalization objectives (Dewey & Duff 2009).

The next series of challenges in running a short-term study abroad program speak to program-level responsibilities of short-term faculty directors, which include establishing and assessing the academic and intercultural competencies expressed in the program's mission and goals, and responding to any external threats that may affect the entire program, such as a terrorist strike in the host city abroad or unexpected political turbulence following a national election.

Program-level (faculty and students). Carly and Tudor (2006) suggested that the rapid increase in short-term study abroad programs has prompted concerns from international education scholars and practitioners as to whether the faculty directors are being equipped with the training and tools to not only deliver a robust academic experience for the undergraduate students on their programs, but to adequately assess the learning outcomes as well for the student cohort.

To address the growing concerns among international education scholars that short-term education abroad programs may be lacking in academic rigor, national professional associations in the field of international education, such as the National Association of Foreign Student Advisers (NAFSA) the Forum for Education Abroad have published their own ethical principles (NAFSA, 2009) and 'Standards of Good Practice' (Forum, 2015),

which provide guidelines for institutions of higher education to maintain the highest degree of academic integrity possible for their international programs, regardless of the program's duration.

While pre and post-program examinations completed by students can determine whether they a) gained factual knowledge in the theme of the program, such as in an environmental science program in Australia focusing on the country's marine conservation efforts, or b) improved their foreign language proficiency (for language-based study abroad programs), other types of assessment beyond traditional campus-based metrics may be needed to determine higher-level cognitive abilities in students, such as enhanced critical thinking skills, resulting from experiential learning abroad (Nguyen, 2012). As noted by Vande Berg (2006), the influence of the faculty director of a study abroad program is paramount to the learning environment onsite and the director is uniquely positioned to observe student's intellectual progress over time, which reflects the higher level of control that faculty directors have in the assessment process, including evaluating their students' level of intercultural competency, another program-level responsibility in their purview.

Intercultural competency: definition and application in study abroad. Since the definitions of intercultural competency have varied widely in the scholarly literature, it is important to identify a unified interpretation of this complex topic to the fullest extent possible. Bennett (2009) interpreted this theoretical construct as centered on increasing one's awareness of the subjective cultural context while learning how to communicate effectively and sensitively in other cultural contexts in the short- and long-term. And in a similar vein, Fantini (2006) portrayed intercultural competence as a "complex of abilities needed to perform *effectively and appropriately* when interacting with others who are linguistically and

culturally different from oneself” (p. 12, emphasis in original).

Some common threads among these varying definitions of intercultural competence include valuing and comprehending other cultures through experience while also understanding one’s own cultural background (Byram, 1997). Deardorff (2004) maintains that, “intercultural competence is the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p. 194). Deardorff’s (2004) definition is especially useful in that it encompasses these multiple domains (knowledge, skills, and attitudes) compared with other studies that are more narrowly focused on a singular dimension.

In the field of higher education, assessment of student’s learning outcomes has been a longstanding requirement for on-campus coursework. Yet the call for an accurate evaluation of off-campus student learning has become prevalent as well, prompted not only by best practices within the field of education abroad, but also by parents and regional accreditation bodies as concerns mount about rising tuition rates, declining financial resources for state institutions and deregulation (Vande Berg, 2007). As Savicki (2008) argues, current assessment efforts that focus on student’s intercultural skill development have lagged behind the evaluation of academic outputs, such as curriculum-based objectives employed by faculty to gauge what students have learned in class. In some institutions, senior-ranking university administrators and academic departments have only begun to recognize the importance of assessing intercultural competency in study abroad students, despite the fact that international educators have long been aware of the value of cognitive, affective, and behavioral competencies facilitated through study abroad experiences (Carley & Tudor, 2006).

Helping students improve their intercultural competency on a short-term study abroad program is not only a common institutional goal, but often a program-level objective determined by the faculty director who is then charged to make this goal attainable for the students on the program. This becomes a more difficult task when working with students of diverse backgrounds who may lack experience in overseas travel or interacting with people from other cultures (Medina-Lopez-Portillo, 2004). Compounding the complexity, faculty directors themselves do not necessarily possess advanced levels of intercultural competency, much less the tools needed to deliver these experiences abroad in a way that is integrated with the programs' curricula and enables students to demonstrate noticeable gains in their intercultural skill set (Deardorff, 2009; Goode, 2007).

In sum, complex challenges await institutions of higher education and the faculty directors of short-term programs when they attempt to assess not only the material curricular-specific outcomes of study abroad, but the intercultural products as well, including critical thinking when applied with a cultural context (Yershova et al., 2000). Key to these efforts, yet lagging behind in the scholarly research, is the role of the faculty director of a short-term study abroad program in not only providing students with opportunities for learning and intercultural skill building, but also assessing the individual progress of each student in these domains. These program-level responsibilities fall neatly within the academic and intercultural dimension, yet another critical responsibility for all faculty directors belongs in a different realm entirely: maximizing the safety and security for the entire cohort of undergraduate students while abroad, which requires an entirely different skillset and type of preparation.

National security threats to study abroad programs. The complexity of program management emerges when entire student groups have had to evacuate their program site, whether due to natural disaster, such as the March 2011 earthquake and tsunami in northern Japan or from political turmoil, as when programs in Turkey were shut down due to the attempted coup in mid-July 2016. Though the university study abroad offices in the U.S. were responsible for coordinating the emergency response in these situations, they must still rely on the judgment and experience of faculty directors abroad who may be in danger as well depending on the situation (Friend, 2012).

Of equal concern in recent years has been the current turmoil in the Middle East fomented by ISIL and now manifested in the continuing spectacle of terrorist attacks around the globe, including historically popular study abroad destinations in Western Europe, as recently demonstrated by vehicular attacks in Barcelona (August 2017), Nice (July 2017), London (March 2017); and Berlin (December 2016) to name some of the most high profile attacks.

Other attacks involving armed terrorists believed to be affiliated with ISIS include bombings at concerts (Manchester, 2017), airports in Brussels (May 2016) and Istanbul (June 2016), as well as coordinated strikes with mass shootings from heavily armed suicide bombers operated in densely populated tourist districts in Paris (November 2015).

These terrorist activities have generated escalating concerns among practitioners in the field of international education as to whether the faculty directors of these short-term programs are sufficiently prepared to handle the myriad challenges that come with directing an overseas program, including the potential of a terrorist strike.

While the statistical likelihood of a group-level emergency on a study abroad program remains low in most countries hosting U.S. students, there can be no room for complacency for the faculty who direct these programs. Yet at the same time, a different challenge for faculty directors has emerged in recent years: responding to individual student health and safety concerns, that span the spectrum from mental health problems such as depression to sexual assault. These constitute a student-level challenge that faculty directors may need to confront while their programs are underway.

Student level. As faculty directors contend with increasing demands from their home institution for a more accurate assessment of the academic rigor and intercultural effectiveness of short-term education abroad programs, they must also respond to heightened health and safety concerns for the student participants (Hummer, Pedersen, Mirza, & Labrie, 2010; Luethge, 2004; Van der Woort, 2007). All of which further magnifies the complexity of their role and demonstrates the multifaceted challenges that directors may encounter that are not always within their direct control. According to Hornig (1995), “For the faculty director of the foreign study program, the nontraditional teaching situations and the unexpected responsibilities and obligations can pose difficult and potentially serious professional problems” (p. 22), including responding to student health and safety concerns and issues that may emerge on a short-term program.

Student health and safety. With regard to student safety, the fact remains that for most universities, study abroad represents one of the institutions’ top liability concerns, yet “unfortunately, many institutions also lack appropriate policies, procedures, resources and staff abroad to adequately deal with these issues when they arise thousands of miles from the home campus” (Hoye & Rhodes, 2000, p. 152). Incidents reported from abroad span the

spectrum from routine occurrences such as petty mugging and harassment to more serious, but quite rare, events, ranging from drowning to motor vehicle accidents, sexual assault to murder. Faculty directors may also need to confront the possibility of some students consuming excessive quantities of alcohol while on the overseas program, which can result in their impaired judgment, leading to catastrophic outcomes such as experiencing sexual or physical aggression (Hummer et al., 2010).

The startling rate of mental health disorders reported on U.S. college campuses, particularly depression, has been the source of significant discussion among campus health practitioners and student affairs professionals (Barr, 2013; Kadison & DiGeronimo, 2004). It is not uncommon for students with pre-existing mental health problems to fail to report this information to their study abroad office when applying to a program. Moreover, the stress of adjusting to a different culture may trigger even higher levels of psychological distress and loneliness (Hunley, 2009). As the primary point of contact for students while they are abroad, faculty directors must be prepared to respond to a student's anxiety or depressive disorder, with few resources on site to assist the student (Lucas, 2009).

According to Kimble, Flack, and Burbridge's (2013), another emerging concern for student safety is the increased risk of sexual assault on study abroad programs. In their study, two hundred eighteen female undergraduates filled out a modified version of the Sexual Experiences Survey (Koss et al., 2007), providing information about their sexual experiences abroad and on campus. Kimble et al. (2013) found increased risk for sexual assault overseas compared to on-campus rates, especially in non-English speaking countries. Some of the contributing factors attributed to this elevated risk in sexual assault abroad include students having minority status (Cachelin, Schug, Juarez, & Monreal, 2005), first-

time legal access to alcohol (Hummer et al., 2010) and less oversight (Decker, Raj, & Silverman, 2007).

All of these scenarios, ranging from an individual student's mental or physical health being compromised to national-level security threats that can quickly affect an entire group, as well as the challenge of implementing and assessing rigorous academic and intercultural objectives, point to the critically important role that institutions entrust to faculty directors: providing students with an enriching, academically robust intercultural experience in a safe, secure overseas environment in conformance with the institution's policies and procedures.

Problem Statement

While it is common for colleges and universities in the U.S. to outsource their overseas programs to companies or organizations often referred to as 'third party study abroad providers', many institutions of higher education continue to hire their own faculty to run summer and semester study abroad programs. However, in their respective studies, Rasch (2001) and Watts (2015) found that higher education institutions lacked an in-depth understanding of the myriad challenges faculty directors face when they are directing students on an overseas program. Given the widely acknowledged importance of education abroad, the prevalence and growth of study abroad programs in the U.S (especially short-term programs for undergraduates), and the pivotal role played by faculty who are often asked to lead these international programs, there is a need to consider the proficiency of faculty directors in their roles since not every faculty director may be up to the increasingly complex task of leading a short-term program.

The growing demand in the U.S. for short-term study abroad opportunities reflected by record levels of outbound students, combined with greater scrutiny on the academic

quality of the programs themselves and rising expectations that programs abroad demonstrate stricter adherence to western health and safety standards, make it clear that what faculty directors perceive to be the most essential dimensions of the directorship position and how they learn about these dimensions needs to be more fully understood by study abroad office administrators. By gaining a more in-depth understanding of how faculty directors learn about the roles that they fulfill, study abroad offices may be in a better position to facilitate more effective training mechanisms to prepare new faculty to lead their short-term programs abroad.

Yet the learning experiences of faculty directors as they assume responsibility for the institutional, program, and student-level challenges addressed previously (some of which are not always within their control as in the case of students' personal health issues), receive little attention in scholarly literature, aside from a small number of studies, anecdotal in nature, that touch on some of the complex challenges confronting all faculty who manage study abroad programs (Hornig, 1995; Lucas, 2009). Other studies provide guidelines for developing and implementing new short-term programs (Fabregas Janeiro, Fabre, & Rosete, 2012; Stanitski & Fuellhart, 2003) or highlight the perceived barriers to faculty engagement abroad (Savishinsky, 2012).

A few studies have explored the roles of faculty directors more explicitly. One such example is Goode's study (2007) of faculty at North American College' (NAC), a private, undergraduate liberal arts college. In this study, Goode synthesized the research on faculty directors and their roles and responsibilities when leading a short-term study abroad program, producing a typology that framed the role of faculty director in four dimensions: "Dean of Students", logistical, intercultural, and academic. This study will use Goode's model to

determine whether the dimensions he outlined in his study continue to mesh with contemporary accounts of the roles and responsibilities of faculty directors. In other words, do his dimensions remain current and accurate in how they define the core functions of a faculty director of a short-term program? In addition to Goode's work (2007), three other studies (Rasch, 2001; Strang, 2006; Watts, 2015) that are closely aligned with this researcher's field of inquiry will be analyzed in greater depth in the next chapter, since their primary focus on the faculty director's perspectives is highly relevant to this study.

The general lack of scholarly literature on the faculty role in short-term study abroad experiences is alarming given the rising numbers of students choosing these experiences. Understanding the faculty experience and the learning that takes place contrasts sharply with a rich volume of student-centered research, in particular the assessment of student learning and personal development outcomes in areas such as global sensitivity and intercultural competence (Deardorff, 2011; Root & Ngampornchai, 2013; Salisbury, An, & Pascarella, 2013), intercultural communication and sensitivity (Williams, 2005), personal growth and development (Chieffo & Griffith, 2004), as well as foreign language acquisition (Amuzie & Winke, 2009; Engle & Engle, 2004; Magnan & Back, 2007).

Other student-focused research studies addressing the student experience abroad have identified issues such as the historical lack of diversity in the student population (Brux & Fry, 2009; Dessoiff, 2006) where the vast majority of students studying abroad continue to be middle- to upper-class Caucasian females (Salisbury, Umbach, Paulsen, & Pascarella, 2009). As institutions of higher education in the U.S. continue to boost their internationalization efforts, they have added more international programs to their portfolio while also striving to

increase accessibility to students who have been traditionally under-represented in study abroad, most notably minority groups (Brux & Fry, 2009; Donnelly-Smith, 2009).

These are but a few topics of great importance to education abroad, since the growing number of students participating in study abroad warrants continuing assessment of any academic and personal gains resulting from these international experiences. University administrators are also struggling to diversify their study abroad student populations and ensure equity in terms of access to these valuable opportunities, making this literature highly relevant to their efforts. However, leaving out the faculty directors from the scholarly research produces a less informed perspective on study abroad in general since the faculty are often involved in the recruitment process for their international programs and bear a significant amount of responsibility for delivering safe, high-quality educational experiences abroad, while assessing students' progress on a variety of learning outcomes.

Furthermore, the increase in litigation from parents against universities for perceived failures in protecting the welfare of their children during a study abroad program has raised the stakes considerably, suggesting diminishing tolerance for ambiguity or delay in how directors negotiate a crisis abroad (Burch, 2009; Johnson, 2006). In fact, the expanding academic, legal, and financial expectations and requirements from U.S. institutions that send students abroad have become more prominent within international education, according to study abroad administrators and professional associations such as the National Association of Foreign Student Advisers (NAFSA) and the Forum for Education Abroad (Goode, 2007; Rasch, 2001). Heightened concern about the unregulated nature of the U.S.-based study abroad industry (Redden, 2007), led to the Forum's *Standards of Good Practice*, which strives to "improve practices in education abroad, so that our student's international

education experiences are as rich and meaningful as possible” (Forum for Education Abroad, 2015). Yet some faculty directors may be unfamiliar with the Forum’s *Standards of Good Practice*, especially if the study abroad office is not able to find a way to disseminate this information to them effectively.

In sum, the growing national demand for academically rigorous short-term study abroad programming that maintains the highest levels of safety for the student participants necessitates more research on the pivotal role of the faculty director entrusted with fulfilling these expectations.

Purpose Statement

The study abroad landscape poses a wide array of unique challenges not typically encountered by faculty on their home campus: (a) working and living in another country will subject the director to differing cultural norms as well as logistical and financial challenges, (b) teaching and directing a study abroad program—regardless of its duration—involves managing a cohort of diverse undergraduate students, handling group dynamics as well as individual behavioral and health issues without instant access to the extensive student support systems and legal protections of the home campus (Barr, 2013), and (c) teaching a course, or multiple courses, on a study abroad program involves implementing experiential teaching strategies to contextualize student learning by connecting it to local realities as well as global dimensions.

To prepare faculty directors for these challenges, study abroad office administrators may need to put aside their own beliefs and assumptions about what it means to lead a study abroad program and begin to learn from the directors themselves. The purpose of this study was to investigate the learning experiences of experienced faculty directors, those with a

minimum of four consecutive years of experience leading a short-term program up to the present year (2017), in order to gain a fuller understanding of their unique perspectives when they lead a group of undergraduate students on a short-term study abroad program. By adding to the limited compilation of scholarly literature on faculty learning within the study abroad context, this inquiry gave faculty directors a voice in sharing what they had discovered over time as they became more adept at performing the multifaceted roles of a program director.

Without this first-hand perspective, study abroad offices run the risk of inadequately preparing faculty directors for the task of leading their respective study abroad programs. A common approach taken by higher education institutions involves sharing information in handbooks on institutional policies and procedures along with functional areas such as marketing and recruiting and managing student enrollment, all of which may not necessarily require much input from faculty directors. A number of universities and colleges also organize training sessions for faculty directors on topics such as reconciling program expenditures, responding to real or perceived emergencies and vetting host families for programs with homestays. While training sessions offer a more interactive approach than simply providing handbooks to faculty, there are limits to how much information can be presented to faculty in this format. This one-size fits all approach to training faculty may inadvertently omit critical components of program management, such as handling complex group dynamics or individual student behavioral issues that are more nuanced (for example, working with a gay student who is struggling while on a study abroad program in a society that may view homosexuality as a taboo), and tends to force the faculty into a more passive role as a recipient of information.

Another problem with top-down training is that it can miss the individual strengths and weaknesses of faculty when they assume this leadership role for the first time by neglecting to take into account any prior experiences they may have had in leading students on international programs. Though some institutions of higher education may be content with their approach to faculty director training, there has been little empirical research on faculty and how they learn to handle the differing responsibilities and challenges of directing a study abroad program. As Lattuca emphasizes, “Research on the role of learning in faculty member’s lives is critical because the success of faculty member’s learning experiences has real consequences for students, scholarly communities, and the larger society that is informed by their work” (2005, p. 14). This study has contributed a more comprehensive understanding of the faculty directors’ learning experience, which may lead to new ideas for study abroad office administrators on how to more effectively train faculty, especially novice directors.

Research Questions

My study addressed the following research questions:

- 1) What are experienced faculty directors perceiving to be the most important dimensions of their role?
- 2) How did they learn about these dimensions?

Education Abroad Glossary

For greater ease in understanding the various terms commonly used in the field of international education and in this study, the following Education Abroad Glossary (Peterson, Kinnear, Kreuter, Olausen, Ramos, & Rudd, 2011) is provided from the Forum on Education Abroad.

Direct Enrollment

Study at an overseas university without the assistance of external offices such as those of a program provider.

Education Abroad

Education that occurs outside the participant's home country. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals.

Exchange

A program involving reciprocal movement of participants—whether faculty, students, staff, or community members—between institutions or countries.

Faculty-Led Program (or Faculty-Directed Program)

A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad, usually, though not always, brief in duration.

Hybrid Program (or Mixed Program)

A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.

Immersion Program

An informal term for a program that integrates students into the host culture to a substantial degree. Includes integrated university study programs and some varieties of field

study programs.

Internship Abroad

A work abroad placement, usually connoting working with professionals, with a primary purpose that is educational. Essentially synonymous with the terms Practicum and Practical Training (the latter term also describes a status for international students pursuing an internship in the U.S.). An internship program may be offered for the experience in its own right, or it may be combined with coursework and offered within the context of a study abroad program for academic credit. An internship may be paid or unpaid.

Island Program

An informal term for a program whose pedagogy formally includes little cultural immersion, such as a program in which home-campus students live together and home-campus faculty instruct them in facilities owned by the home campus. Usage of this term is declining because of pejorative connotations.

January Term (or J-Term, or Intersession)

The shorter term between fall and spring semesters. Some institutions on this calendar require the J-term for graduation; at others it is optional or is required only for a specified number of years.

Maymester or May Term

Semester system similar to the 4-1-4 system except that the three- to four-week term, almost always optional, comes after spring semester, typically in May.

Service-Learning Abroad (or Community-Engaged Learning)

A specially designed experience combining reflection with structured participation in a community-based project to achieve specified learning outcomes as part of a study abroad

program. The learning is given structure through the principles of experiential education to develop an integrated approach to understanding the relationship among theory, practice, ideals, values, and community.

Short-Term Program

A program lasting eight weeks or less; may include summer, January, or other terms of eight weeks or less.

Student Exchange

A reciprocal agreement whose participants are students. Subtypes are Bilateral Exchanges and Multilateral Exchanges. Exchanges often involve some system of “banking” tuition (and sometimes other fees) collected from outgoing students for use by incoming students. The term student exchange is sometimes used erroneously as a synonym for study abroad.

Study Abroad (synonymous with, and preferred to, Overseas Study or Foreign Study)

A subtype of Education Abroad that results in progress toward an academic degree at a student’s home institution. (Or may also be defined as a subtype of Off-Campus Study that takes place outside the country where the student’s home institution is located.) This meaning, which has become standard among international educators in the U.S., excludes the pursuit of a full academic degree at a foreign institution. (In many other countries the term study abroad refers to, or at least includes, such study.)

Conceptual Framework

The research questions used in this study were derived from Neumann’s (2006) research, which introduced newer approaches to understanding faculty learning, development, and growth. In one area of Neumann’s work on faculty learning, she

investigated scholarly learning as an emotional and personal endeavor through her empirical study of the role that passion plays in how faculty view their teaching, research and creative endeavors. In another study, Neumann (2009) focused on the efforts and struggles of recently tenured faculty to pursue their own scholarly learning in the midst of increasing administrative responsibilities, such as committee work, student advising, and research activities that may be of greater interest to others in the department than to the faculty member. Neumann (2009) explores how faculty enact agency in support of their scholarly learning as they encounter time constraints from their heightened administrative duties. The implications of her studies extend to both faculty and university leaders in that she advocates for joining an ‘inside-out’ perspective that takes into consideration faculty lives, teaching, research, and scholarly learning, with an ‘outside-in’ perspective that concentrates on organizational structure, financing and reward structures, institutional missions and other imperatives.

This approach mirrors what was described in the problem statement for this study: faculty directors of study abroad programs should be invited to contribute their learning experiences to the scholarly literature on international education so that study abroad administrators can understand what the faculty may need to enhance their skills in this complex task. If this is done, then greater collaborations between faculty and the study abroad office may be fostered, which bodes well for the continuing professional and personal growth of the faculty director.

In her study of recently tenured faculty, “Professing to Learn”, Neumann (2009) delineated five propositions for discerning the ways in which learning can take place, several of which are addressed in the aforementioned research question. 1) “*Professors’ learning as*

part of professors' work: Professors' work requires that they learn" (p. 255); 2) "*Learning as someone learning something*: To say that someone learns implies that someone is learning something" (p. 256); 3) "*Professors' scholarly learning*: to understand a professor's scholarly learning is to understand how she learns *what* she professes through her practices of research, teaching, and service: her subject matter knowledge and ways of knowing unique to it" (p. 258); 4) "*Professors' scholarly learning as personal and emotional experience*: For many professors scholarly learning holds personal meaning. It may be intensely emotional" (p. 261); and 5) "*Contexts, in part, as the contents of learning*: Professors' learning happens in contexts that shape *what* they learn (content). Yet they can also learn new ways to think about these contexts, thereby influencing what they learn in them" (p. 263).

The last learning proposition on context is particularly crucial for this study as it examines the ways in which faculty learning may be affected in an off-campus environment. What adaptations, if any, have they made over time as study abroad directors in light of evolving conditions in the foreign country? And a question that relates directly to the context of an education abroad program, but is not present in scholarly literature: What have faculty learned from the students? To further support this context-driven approach, I will draw from situated learning theory, which maintains that meaning is created through the interactions between learners, the authentic environment they are working in, and their actions toward a particular task or goal-oriented domain (Lave & Wenger, 1991). Traditional learning occurs from abstract, out of context experiences such as lectures and books. Situated learning, in contrast, suggests that learning takes place through the relationships between people and connecting prior knowledge with authentic, informal, and often unintended contextual learning (Northern Illinois University, n.d.). For this study, I linked situated learning theory

with Neumann's conceptual propositions on faculty learning by connecting the learning process of individual faculty members with the unique context in which they are working, the study abroad program setting, which includes the students on the program as well as the geographical environment.

Each of these five propositions comprise Neumann's conceptual framework (2009) on faculty's scholarly learning and will be analyzed in more depth in chapter two. This study helped build on Neumann's work by extending it beyond the campus context to the field of study abroad.

With Neumann's work on faculty learning providing an overarching framework for this study, I also incorporated Goode's typology (2007) and its four dimensions (logistical, intercultural, academic, and "Dean of Students") to serve as an analytical framework. In so doing, I could better gauge whether Goode's dimensions (2007) of the faculty director of a short-term education abroad program continue to fit neatly within that rubric or whether new dimensions that build on this typology emerged from the findings in this study.

Significance of the Study

This study was significant for a variety of reasons. With internationalization efforts now prevalent in most institutions of higher education and expanding in scope and scale, as evidenced by the escalation in short-term faculty-led programming (Chieffo & Griffiths, 2004), the need to conduct research on faculty who lead study abroad programs has become paramount (Hulstrand, 2009). The added responsibilities inherent in directing a study abroad program expose directors to a greater degree of risk than when they are teaching students in class and holding office hours on the home campus, since they assume a wider variety of roles (parent, counselor, mentor, teacher, travel advisor, financial officer) when abroad,

operating without the wide variety of student support systems often in place on the home campus, such as counseling centers and the student health clinic (Burch, 2009). This researcher only found three studies that examined faculty specifically in the context of delivering a study abroad program (Rasch, 2001; Strang, 2006; Watts, 2015).

Since learning is not restricted to students only, the ontological and epistemological shifts that faculty directors of short-term study abroad programs may experience as they adjust to the responsibilities of their role were worth exploring, especially with regard to how their learning relates to their professional development and understanding of international education in general. What insights can veteran summer faculty directors offer based on what they have learned along the way? Then, using this insight, how can a university's study abroad office better prepare new faculty directors for the complex roles they will assume when they direct a program abroad?

Research Methodology

This qualitative research study investigated the learning experiences of faculty who direct short-term study abroad programs at various public and private four-year colleges and universities located in southeastern U.S. Qualitative research provides the best fit for the study of a phenomenon such as faculty learning in the study abroad context since it strives to understand the complexity of phenomena in natural settings through the meanings people ascribe to them (Merriam, 2014). Quantitative research on the other hand, uses statistical instruments to test a given hypothesis with the goal of generalizing concepts more widely and predicting future results if possible, based on whether the study's findings are found to be statistically significant (Mertens, 2010). For this study, the overall objective was not to look for statistical correlations between variables or attempt to generalize the findings, but to

focus on understanding the learning experiences of faculty who direct international programs. With that approach in mind, a basic qualitative research design was ideal for the study of processes and how people construct meaning through their experiences (Merriam, 2014).

Using criterion-based sampling, I conducted semi-structured, open-ended interviews of sixteen faculty directors in various four-year private and public colleges and universities in the southeast. Each interview adhered to an interview protocol and standard interviewing strategies for basic qualitative research (Mertens, 2014). In addition to individual interviews, I also collected data from a post-interview reflection questionnaire that the faculty participants were asked to complete. A pilot study of three faculty members, drawn from one of the selected universities in this study, who all had significant experience directing summer study abroad programs helped me refine and clarify the interview questions and ensure content validity (though the faculty in the pilot study were not interviewed afterwards for the dissertation study). Data analysis consisted of two-cycle coding, analytic memoing, and the use of triangulation to boost the trustworthiness of this study as described in more detail in chapter three.

Chapter Summary

This study was designed to address a gap in the literature on international education that has historically concentrated on student learning outcomes abroad as opposed to faculty learning experiences. Several factors point to the importance of turning a lens on faculty learning abroad: (a) the volume of U.S.-based undergraduate students who partake in study abroad has increased in the past decade (witnessed by the escalating enrollment in short term programs such as summer and J-term); (b) the increase in students choosing to study abroad has resulted in universities offering even more programs, especially short-term, as part of

their internationalization efforts; (c) faculty who lead short-term programs are facing more complex responsibilities related to student health and safety, such as complying with university protocols on sexual assault and Title IX, working with students who may exhibit mental health problems, or responding appropriately to a major security incident abroad, while attempting to deliver on the programs' intercultural and academic outcomes, and (d) as universities become more legally accountable for delivering a safe experience for their students, whether they are on campus or enrolled in a study abroad program, faculty directors must shoulder the burden, while often lacking key resources on-site such as a counseling center for students, residential life staff, peer support groups, etc. The research questions in this study incorporated both Goode's typology (2007) for the analytical framework as well as Neumann's (2014) five propositions on faculty learning, especially the last proposition on context-driven learning (which is related to situated learning theory), as the conceptual framework to further support these context-driven queries.

The significance of the study is explained in light of the perceived shortcomings of training of new faculty directors by U.S.-based study abroad office staff. With the increased responsibilities and complexity of the faculty director position, one would anticipate more comprehensive training strategies than disseminating a faculty handbook or holding an occasional meeting to discuss the program budget, logistics or student health and safety concerns. Yet while it is incumbent for education abroad administrators to provide professional guidance and support, it stands to reason that understanding the realities of the position can be achieved only by first listening to faculty perspectives from experienced faculty directors who have encountered the rewards and challenges of managing a short-term program abroad. The collected insights from the faculty participants in this study can be

analyzed by theorists and practitioners in the field of international education to determine not only the content of future training, but whether different training formats may be needed to more effectively transfer the knowledge of what it means to lead the current generation of undergraduate students on a short-term international program.

CHAPTER TWO: LITERATURE REVIEW

To lay the groundwork for my study on the learning process of faculty directors of short-term study abroad programs, this chapter is divided into two sections, beginning with a survey of studies on the myriad responsibilities, ranging from academic to administrative, of faculty directors who lead undergraduate students on a short-term study abroad program. Adapting Goode's (2007) typography of the various roles of a faculty director, I will briefly investigate the ways in which the scholarly literature has interpreted these roles (and in select cases, tested them empirically in different settings), by highlighting the most salient points, as well as any perceived limitations or shortcomings from the findings of these studies. In this way, I can provide the reader with a more robust understanding of the complex challenges that faculty directors may encounter when leading a short-term study abroad program.

In the second section, I will delve into Neumann's (2009) conceptual framework on the faculty, which offers rich insights and a more holistic understanding of the personal and professional motivations of faculty members themselves, in relation to their learning (i.e., learning from the 'inside out'). Neumann's research on the scholarly learning of faculty as articulated through her five propositions on faculty learning, mentioned briefly in the first chapter, constitutes the conceptual framework for this study.

Situated learning offers a useful lens to apply to faculty learning in the context of a study abroad program and provides support for Neumann's work especially as it relates to the importance of context in shaping faculty learning. Situated learning theory may enable researchers to better understand how faculty directors who manage short-term program

abroad programs learn to adapt to the realities they confront overseas, which can be quite different from their typical work routine on their home campuses in the U.S.

Faculty Roles in Study Abroad

Despite the strong scholarly interest in the phenomenon of internationalization at the university level (de Wit, 2002; Stromquist, 2007), as well as the emerging recognition of the vital role played by faculty in these efforts (Bedenlier & Zawacki-Richter, 2015; Bond, Qian & Huang, 2003), there remains a noticeable lack of research on faculty involvement in one particular domain: education abroad (Savishinsky, 2012). This is surprising in that the opportunity to direct a study abroad program represents a unique and integral way for faculty to impact students and is often touted as one of the most prominent indicators of a university's commitment to internationalization (Dutschke, 2009; Green & Olson, 2003) at least from a U.S perspective. As expressed by Janeiro, Fabre & Rosete (2012), other countries and regions outside of the U.S. have not incorporated the faculty-led study abroad model in their internationalization efforts, focusing instead on increasing traditional student exchange agreements, recruiting international faculty, engaging in global research projects, and establishing joint degree programs, most of which are driven by economic incentives and the desire to boost competitiveness along with the institution's global ranking (Green, 2013; Huang, 2007).

Hence, only a small number of studies have undertaken empirical research on faculty directors and their experiences in managing a study abroad program (Dewey, 2009; Goode, 2007; Rasch, 2001; Savishinsky, 2012; Strang, 2006; Watts, 2015). Other studies are more anecdotal in nature, drawn from first-hand experience (Gordon & Smith, 1992; Hornig, 1995; O'Neal & Krueger, 1995). Further, in a few of these studies (Goode, 2007; Rasch, 2001;

Watts, 2015), the findings are based on a one-unit case study sample circumscribing any generalizable conclusions that could be drawn from them. Nonetheless, the research on short-term study abroad programs conducted by Rasch (2001), Strang (2006), and Watts (2015) warrants special attention in this study due to their specific focus on faculty who lead these international programs and how they perceive their role as directors.

Since there was no prior data available in the literature that connected to her research questions, Rasch (2001) used grounded theory in a qualitative research design to seek emerging themes that would enable theory development. Her exploratory study investigated fifteen faculty directors in a private, research university in the south to gauge their perceptions of the value of study abroad. Noting the escalating attention paid to the internationalization efforts of U.S. institutions of higher education, Rasch addressed a significant gap in the literature on international education, faculty directors and their experience managing these short-term programs, as well as how this experience impacted them personally and professionally. Rasch's study is significant in that it was the first of its kind to center its focus on the role of a faculty director of a study abroad program, setting a baseline for further study of faculty directors in the context of education abroad.

Rasch's Study

Rasch (2001) employed triangulation in collecting data through her analysis of multiple rounds of interviews with students as well as faculty participants, along with document review of pertinent materials such as syllabi, university webpages, university catalogs and brochures, and faculty publications. Rasch (2001) avoided using any models or theoretical frameworks, in keeping with recommended standards for use of grounded theory (Yin, 1993). The model she developed (Figure 1) illuminated the influence of faculty on

students, in three dimensions: the students' personal development, intellectual development and expanded international perspective.

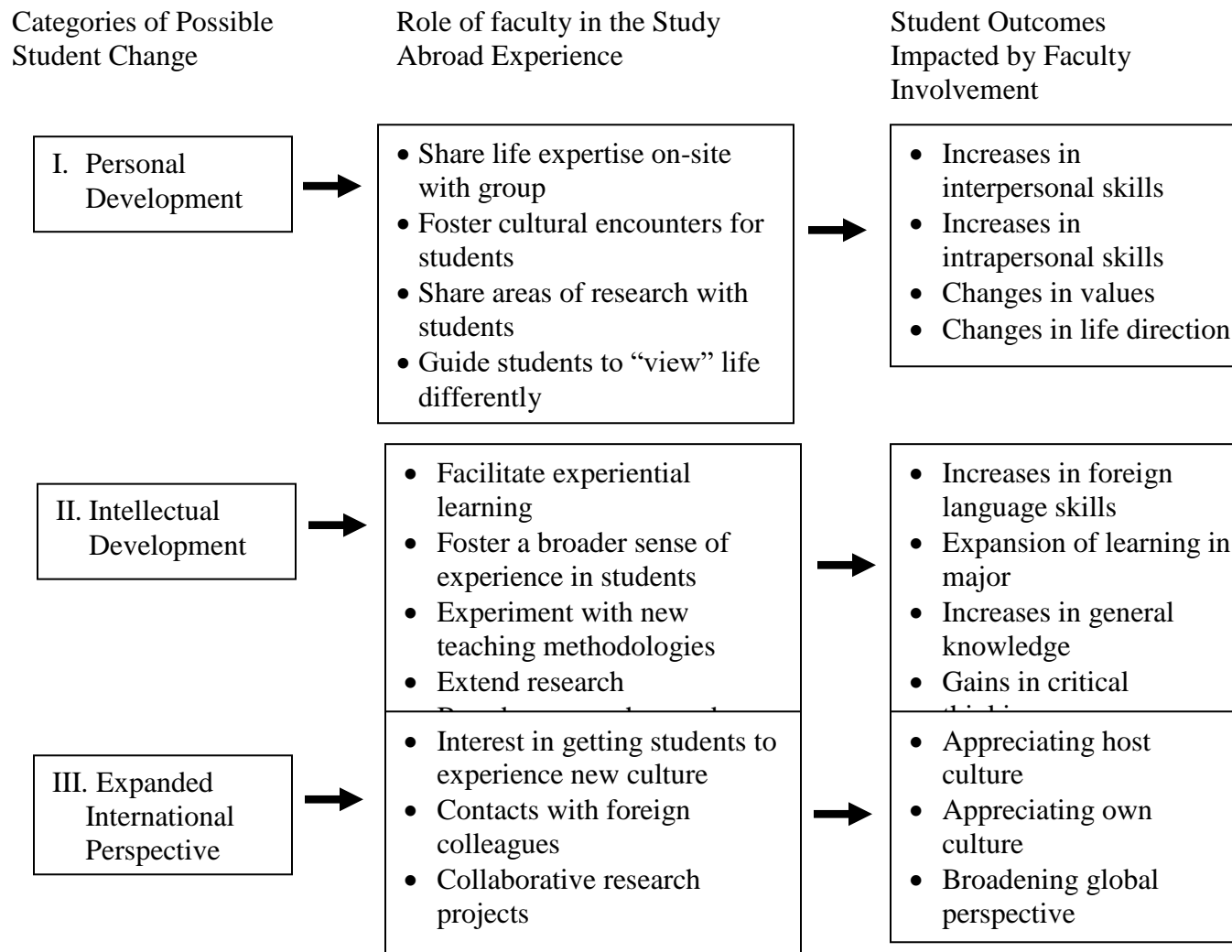


Figure 1. Rasch's model (p. 117, 2001) of faculty influence on students in the study abroad experience (evolving process).

One noteworthy finding in Rasch's study was "the capacity of faculty to share their knowledge, foster, and guide cultural experiences [which] has a direct impact on the student group experience as well as the building of self-awareness and shifting life values." (p. 118). In revealing their perceptions of what it meant to direct a study abroad program, the faculty respondents used similar terms to describe their roles: parent, counselor, professor, administrator, caretaker, mother/father figure, cultural guide, friend, etc. Rasch also discovered a lack of institutional commitment toward study abroad from their home university, according to the majority of faculty respondents in her pioneering study. The faculty participants who raised this complaint also decried the insufficient resources at the home institution, human and capital, to support their study abroad programs, which they felt revealed a devaluing of their position. The issue of whether faculty directors feel supported by the study abroad office at their home institution is an important one as it relates to faculty training and development. In that regard, Rasch's study was instrumental in the way it revealed faculty discontent with the level of preparation they received from the study abroad office at their home institution.

Lastly, faculty respondents in Rasch's study noted one of the key motivating factors for leading a short-term program was the opportunity to combine the academic components of their program with the host country setting in innovative ways. This speaks to the pedagogical opportunities available for faculty who direct short-term programs abroad to enable experiential learning for their students, a point which will be further addressed in the next section (Goode's typology).

Strang's Study

Strang's (2006) qualitative study on faculty directors of study abroad programs examined their motivations for leading a program, prior travel experience, and their personal philosophy on leadership. Strang used a two-phase model, interviewing five faculty directors in person and then an online open-ended survey completed anonymously by 40 participants from accredited four-year institutions of higher education. The results from the interviews and online survey employed in Strang's study revealed that faculty participants shared common motivators for their work abroad, in particular the personal growth they experienced while directing a program overseas, as well as their desire to facilitate student's academic and personal development. Other motivating factors included the opportunity to build strong relationships with the students on the program as well as financial incentives, especially the reduced cost of international travel as most faculty participants were subsidized for their overseas expenses, including flights and living costs, by their home institutions. The findings also indicated that while the faculty participants demonstrated leadership characteristics to some extent, they appeared to lack the vocabulary to articulate their personal leadership style or philosophy.

Watt's Study

In another descriptive study of the experiences of faculty directors of short-term study abroad programs Watts's (2015) surveyed how these experiences shaped the personal and professional development of the faculty participants in her study.

Employing a qualitative research design and using purposeful sampling, Watts (2015) was able to recruit a sample of twelve faculty directors from a public flagship university for interviews. As with Rasch's study (2001), the findings from Watt's research contributed to

the literature on international education by elucidating the multifaceted roles of the faculty directors from their perspective. The faculty participants in Watt's study also illustrated the magnitude of the directorship position by their delineation of its core responsibilities, which encompassed overseeing student health and safety, maintaining the financial viability of the program and respecting the local community itself so that students were not engaging in culturally inappropriate activities that would jeopardize the director's in-country relationships. In addition, the participants in Watt's study touched on a significant point mentioned in Rasch's study as well: the unique connection between the faculty director and the student that cannot be replicated back at the home institution to the same extent. As Watts (2015) explained: "The connection with students had an impact on how faculty appreciated the experience through the excitement of someone else, provided an understanding of today's student and influenced their teaching in a traditional classroom" (p.69).

Lastly, a key finding from Watt's research was a campus-community disconnect; a number of faculty participants expressed frustration with the lack of interest they observed among many of their departmental colleagues back at their home institution for what the director had experienced abroad. Their faculty peers on the home campus also demonstrated an inaccurate sense of what the position truly entails, as stated by Watts: "While members of the campus community at large, and faculty in particular, may be familiar with the idea of a short-term, study abroad program, faculty expressed that there is a lack of understanding from their peers and supervisors as to what directing a program entails and the impact, positive and negative, that it has on the program director" (p.69).

Watts maintained that the findings from her study would be useful for institutions that are seeking to improve their training of faculty directors in all phases: before (program design and preparation), while the program is underway and after the study abroad program has ended.

In short, all three studies (Rasch, 2001; Strang, 2006; Watts, 2015) noted faculty directors' concerns about student health and safety, and the challenges that directors encountered when confronting student mental health issues. Two of the three studies (Rasch, 2001; Watts, 2015) were limited in scope to a single case study respectively, nonetheless all three studies provided empirical support that the faculty director role encompasses a complex array of responsibilities not always understood by the faculty colleagues and administrators at their home institutions. Yet none of these studies (Rasch, 2001; Strang, 2006; Watt, 2015) connected faculty experiences abroad with contemporary theories on cognition, such as situated learning, or with recent conceptual studies on faculty learning in particular, a void that this study will attempt to fill in order to address the role of context in shaping learning. In addition, this study will build on the work of Rasch, Strang, and Watt by using an analytical framework on faculty roles abroad to allow a more nuanced and updated examination of these directorship responsibilities. Lastly, this study will delve into the role that context may play in shaping faculty learning abroad by inquiring on the impact that the student cohort as well as the study abroad setting (the host country itself) may have on the director over a period of time (minimum of four years).

Another constructive contribution to the literature on faculty learning within the study abroad context is Goode's (2007) mixed methods study of faculty directors at 'North American College' (NAC), a private, undergraduate liberal arts college with high student

participation rates in study abroad. Goode provided a useful typology that serves as an analytical framework for this study.

Goode's Typology

The primary focus in Goode's (2007) study of faculty directors at one North American College was to explore the intercultural dimension of the faculty director role, as it relates to the intercultural development of students on the program. Goode maintained that this has been a frequently listed goal at many institutions for their study abroad programming, yet there has been a lack of research in the scholarly literature on the degree of intercultural acquisition among the faculty themselves who lead programs. In addition, Goode (2007) also explored a question previously overlooked: "How do study abroad faculty directors conceptualize their role in the intercultural development of their study abroad students?" (p. 150).

From interviews he conducted with eight faculty directors (out of 34 who were invited) from one institution (North American College) who volunteered to participate in his study, Goode was able to qualitatively assess a) the degree of intercultural development among the individual faculty directors and b) how the director's conceived their role in facilitating the intercultural development of students on their program. Using an integrative approach to measure each faculty director's level of intercultural development, Goode employed a widely-used quantitative measure known as the Intercultural Development Inventory (IDI), a standardized instrument in international education that draws from Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 1993). The DMIS model (Bennett, 1993) measures the dynamic process by which an individual or group engage cultural difference, along a continuum that ranges from 'ethnocentrism' on one end

(marked by denial of differences between cultures, defense of one's own cultural background or minimization of cultural difference) to 'ethnorelativism', in which a person or group are able to recognize, accept and even adapt to cultural difference. Goode's findings of the faculty directors he interviewed are briefly summarized in the section below on the intercultural dimension.

Moving beyond his exploration of the faculty director's intercultural development, Goode incorporated feedback from the faculty respondents on how they conceptualized their role, producing a typology that categorized the perceived functions of the directorship role into four major dimensions: "Dean of Students", logistical, intercultural, and academic, with a brief listing of the respective responsibilities for each dimension (see Table 1).

Table 1

Dimensions of the NAC Study Abroad Faculty Director Role (Faculty Perspective) (Goode, 2007)

Faculty Director Dimension	Responsibilities
"Dean of Students" dimension	Student social life, student group dynamics, student mental health, student physical health, student safety, and student alcohol use.
Logistical dimension	Program logistics, scheduling, administration, staff management, and budgeting.
Intercultural dimension	Familiarity with the study abroad program sites ahead of time, and intellectual insights about the culture of the sites to share with students
Academic dimension	Curriculum development, teaching, grading, and academic mentoring.

While Goode's (2007) descriptors provide the reader with a general understanding of key dimensions in the faculty director position, they fall short in offering deeper insights into

the growing complexity of the position. They also neglect to mention certain challenges that faculty directors may face leading a program abroad, such as addressing allegations of sexual assault (and complying with Title IX regulations afterwards if an investigation is deemed necessary), managing complexities in group dynamics (particularly in the realm of student identity formation abroad), working with students at their various levels of intercultural assimilation, and applying the appropriate balance of in-class academic learning experiences with extracurricular components that enable students to maximize their experiential learning. It is therefore beneficial to build on Goode's pioneering work to ensure a more comprehensive and current interpretation of what it means for faculty to direct a short-term study abroad program.

“Dean of Students” Dimension

According to Goode (2007), the “Dean of Students” dimension can be summarized as “attentiveness to students on a personal level” (p. 155) with responsibilities for addressing students' mental and physical health needs while also monitoring and disciplining students for any observed violations of program regulations, such as over-drinking and missing class the next day or getting into an altercation. In addition to working with students on an individual level, the faculty director must also address group-level needs and issues that may arise, such as the formation of cliques that threaten to undermine the cohesiveness of the student cohort. For the purpose of clarity, this category can be considered the equivalent of any university's Student Affairs office. The following subsections will explore some of the paramount components of the “Dean of Students” dimension in more detail.

Mental health. It is not a small task to monitor the mental and physical wellbeing of a cohort of undergraduate students and respond to any concerning behaviors. The prevalence

of college youth who have self-disclosed mental health problems in the U.S. is well documented, with large-scale national surveys providing the statistical data to show how widespread this problem has become. According to a large-scale study organized by the National Research Consortium of Counseling Centers in Higher Education, with 26,000 students from 70 colleges and universities surveyed in 2006, 6% of undergraduates and 4% of graduate students reported having seriously considered suicide over the past year (Hunt & Eisenberg, 2010). The American College Health Association (2017) executive summary report revealed that in the 2016-2017 academic year, more than 40% of college students reported feeling so depressed that it was difficult for them to function during the previous academic year.

The pattern of undergraduate students presenting significant mental health issues is not only witnessed on the home campus; as more students participate in study abroad, an uptick in overseas cases has been reported by study abroad directors (Lucas, 2009). Studies have confirmed the link between stress and study abroad, which can manifest itself in students experiencing higher levels of anxiety, depression and/or loneliness when living in a foreign environment (Hunley, 2009; Ryan & Twibell, 2000). Faculty directors must be prepared for the responsibility of responding to a student health crisis during the program, which can become serious at any moment. As Barr (2013) suggests, “Burnout and stress in the study abroad setting may result [for the faculty director leading the program], at least in part, from both physical demands of travel and teaching, and the emotional exhaustion that comes from dealing with the difficulties with students on a 24/7 basis” (p. 140).

Alcohol consumption and students abroad. The reported increase in the volume of alcohol consumed by students studying abroad has been equally concerning for study abroad

administrators and faculty directors. One study suggested that some students may self-select for the purpose of drinking excessively while on a study abroad program, taking advantage of lower drinking age laws in other countries as well as enhanced freedom and independence on an off-campus program (Pedersen, LaBrie, Hummer, Larimer, & Lee, 2010). According to a study by Hingson, Zha, & Weitzan (2009), the combination of alcohol or other drug use can also magnify existing psychological disorders. This further demonstrates the serious risk involved when college students are in a foreign environment where they may have inadequate preparation, language skills, and cultural familiarity to exercise proper judgment. Faculty directors must be able to set expectations in advance so that students understand the disciplinary consequences of overdrinking during the program such as a reduction in their grades, or for more severe cases—when a student’s drinking behavior is impacting his/her health or the well-being of the entire group—dismissal from the program.

Title IX and sexual assault at home and abroad. A student’s sexual health may also be at risk when the student is under the influence of alcohol. Hummer et al.’s (2010) quantitative study measured the outcomes from students studying abroad who consumed alcohol and then encountered negative consequences, both general and sexual, such as temporary loss of short-term memory, waking up in an unexpected place, and unwanted sexual contact. The faculty director of an education abroad program may be one of only a few personnel onsite handling an unexpected, complex development on the program, such as a student claiming to be a victim of sexual assault. The director onsite bears the most responsibility for working cooperatively with the study abroad office and other units at the home campus, such as Title IX compliance officers, to respond as quickly and effectively as responsible to the reported incident.

Title IX is a federal civil right prohibiting sexual discrimination in education that also covers sexual harassment and assault. The recent federal guidelines for universities to implement effective policies in compliance with Title IX regulations have prompted college administrators to institute reform measures to better protect student victims so that they can safely disclose the incident to the designated campus authorities without ‘victim blaming,’ which has been a common complaint from students over the years (Lankford, 2016). In turn, U.S. universities are now under pressure to demonstrate their ability to educate students and employees on sexual violence and have trained officials who understand how to investigate and conduct hearings fairly and in a manner that “protects the safety of victims” (Ali, 2011). In recent years, questions have been raised about an institution’s legal responsibilities for complying with Title IX federal requirements abroad in the event of sexual assault of a student on a program, and the degree to which the actions of the faculty director can be held at fault.

The legal exposure for faculty directors is magnified considerably when responding to students’ health and safety issues, both on an individual level and on a group level, as witnessed in 2016 by security threats in Western Europe and Turkey. Indeed, the spread of terrorism worldwide poses outstanding challenges to all faculty directors in their role as group safety managers, and political instability remains a significant threat in countries where students may be studying abroad. It is the responsibility of the study abroad office to train faculty directors on crisis management protocols, including developing a communication plan and ensuring appropriate insurance coverage and emergency support, such as medical evacuation services, if needed for faculty, staff, and students abroad (Friend, 2012).

While there is little written on international risk in study abroad in the scholarly literature, it continues to be a pressing concern facing all universities in the U.S. and around the world that offer study abroad programming (Aalberts et al., 2015; Engstrom & Mathiesen, 2012; Hoye & Rhodes, 2000; Redden, 2016). Even faculty directors with years of experience leading programs in a wide range of countries may lack training and awareness of what to do in the event of an emergency in country. As Engstrom and Mathiesen (2012) argue:

Crisis or disaster plans on campuses are often carried out by campus police, but procedures lack clarity even on the home university campus, much less when students are out of the country and the contacts and procedures are not clearly specified. (p. 787)

It is also possible for group-level problems on a study abroad program to emerge not due to a national emergency as described above, but in subtler ways that involve disruptions in group dynamics. This fits within the realm of student affairs as well and though not elaborated in Goode's (2007) study, it is worthwhile to explore the role of the director in overseeing group dynamics on a short-term study abroad program.

Group dynamics. While the focus on student health and behavior involves individuals, faculty directors are also responsible for managing the overall well-being of the group, which entails a broader understanding of program leadership, including ways to enhance group dynamics and create an inclusive learning environment. For example, faculty directors who are able to facilitate students from different backgrounds (socio-economic, race, religion, and sexual orientation to name a few) will enable them to feel that they have a shared stake in the program (Brux & Fry, 2009). Although the number of US students

studying abroad has increased by 62% between the 2003-2004 and 2013-2014 academic years, the demographic profile for study abroad enrollments still remains fairly static, with White students at 74% and minorities far behind despite small gains in their numbers within the last few years (see Table 2). These statistics are important in that as more non-White students partake in study abroad, they will present the faculty director with opportunities for greater intellectual variety in the group's discourse as perspectives are shared from students with differing backgrounds (Hu, 2012).

At the same time, faculty directors may also encounter difficulties in maintaining the morale of the group if factions develop or cliques form among the students that threaten to disrupt the program. According to Tipping, Freeman, and Rachlis (1995), faculty leadership is needed in these situations to measure the emotional climate of the group to ascertain if the students are feeling supported, to determine the type and quality of interaction among the group members, including how power or influence appear to be distributed, to observe the degree of group solidarity and conformance with group norms, and lastly, to discern each student's contributions to the program along with their readiness to accept majority decisions.

As study abroad offices in the U.S. create new faculty-led short-term programs, expand their reach to different areas of the globe, and enroll a more diverse cohort of students, the question emerges of whether institutions can maintain expected support standards for various student groups abroad. Bolen (2001) describes this dilemma:

Are African American, gay/lesbian, or physically challenged students really well-served by efforts to attract them into programs in greater numbers if the support services, knowledge of cultural systems (i.e., around racism, sexual orientation

acceptance, or attitudes toward different levels of physical challenge), and trained resident directors are not available to support these groups? (p. 189)

Managing conflicts that may arise between students is also a key leadership skill that faculty directors may need to exercise as students are likely to encounter cultural as well as group conflicts during their time abroad (Bodycott, 2015; Medina, Munduate, Dorado & Guerra, 2005). As mentioned previously, faculty directors are not able to simply delegate the task of managing a group of students in distress to university officials while the study abroad program is underway, but must find ways to address the issue onsite while attending to the other responsibilities inherent in the role of a faculty director such as teaching and facilitating their student's intercultural learning, the latter of which constitutes Goode's (2007)

Intercultural dimension.

Logistical Dimension

The logistical dimension in Goode's (2007) study involves functions such as organizing the program's logistics, managing staff, overseeing the program budget, and scheduling the programmatic activities, including field trips. These functions present a significant consideration for any faculty member who chooses to direct a short-term study abroad program. Despite the practical importance of the logistical dimension, it is seldom represented in the scholarly literature on international education, and only covered by a few brief articles written by program directors (Hornig, 1995; O'Neal & Krueger, 1995). These articles offer anecdotal descriptions of the challenge of juggling the numerous administrative responsibilities inherent in this position, including handling complex staff issues or responding to international currency fluctuations that can have a major impact the program budget. As Barr (2013) argued, the faculty director's burden of managing logistical tasks can

often be shared with numerous offices, such as the business office back on the home campus, as well as overseas vendors who can arrange home stay experiences, purchase tickets for a group excursion, or help arrange other culturally enriching opportunities. Whether handled individually or jointly shared, the logistical responsibilities inherent in the director's role remain an important element for this study as they may influence the ways in which faculty view their work abroad as well as how they perceive the the study abroad office at their home institution.

Intercultural Dimension

In almost all studies of the intercultural dimension in education abroad, the center of attention has been on students to determine whether their participation in study abroad triggered a wide array of cultural outputs, such as intercultural sensitivity, cross-cultural communication, receptiveness to diversity, global mindedness and cultural self-awareness, to name just a few elements that comprise the broader notion of intercultural competence cited in the literature (Anderson et al., 2006; Dai & Chen, 2014; Deardorff, 2011; Fantini, 2006). For this study, I will use Deardorff's (2004) definition of intercultural competence to help clarify this complex construct: "intercultural competence is the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (p. 194).

A growing number of studies have determined that students can achieve certain intercultural proficiencies on short-term programs, though findings have been mixed (Anderson et. al., 2006; Carley & Tudor, 2006; Chieffo & Griffiths, 2004; Zamastil-Vondrova, 2005). Other studies point to some student gains in intercultural skills on short term programs but provide empirical evidence to suggest that college students who

participate in longer term study abroad programs, such as semester or academic year, reveal greater progress in terms of language proficiency, intercultural sensitivity, and a deeper understanding of the host country and culture (Dwyer, 2004; Medina-Lopez-Portillo, 2004). Despite the mixed findings in the literature on study abroad, intercultural competence remains a commonly cited learning outcome for undergraduate students whether on the home campus or abroad. And for students studying abroad on short-term programs, an increasing number of studies are pointing to heightened intercultural skill development and cross-cultural knowledge (Mapp, 2012). Yet studies also show students make the most progress when they have a faculty director actively involved in the learning process, by facilitating student's learning in a mentoring and teaching capacity (Einbeck, 2002; Peckenpaugh, 2012; Vande Berg, 2007). This raises the question of the degree to which faculty director's themselves are sufficiently equipped with the skills needed to both improve their student's intercultural competence and evaluate their individual progress while the program is in session.

Unfortunately, the scholarly literature on intercultural competence focuses predominantly on students, with little attention given to faculty directors. Goode's (2007) study maintains that faculty directors need to be interculturally competent themselves to be able to successfully implement and assess intercultural activities and assignments in their study abroad program. Goode's research study was the first to test this empirically and in his mixed methods research design, he discovered that most of the faculty directors in his study were limited in terms of their own level of intercultural development (when measured by the IDI), lacked formal intercultural training, and found this dimension to be the most

challenging compared with the other three (Logistics, Academic, and “Dean of Students”) in his typology.

Even though the faculty director’s intercultural experiences were clearly of great personal value to them and they believed that these experiences had equipped them with the ability to serve in the role of director, it was apparent that some of the faculty directors in Goode’s study had struggled to apply what they had learned from their own intercultural experiences to foster their student’s intercultural development. The possible reasons for this surprising finding in Goode’s study included the lack of training from their home institution’s study abroad office on how the faculty can effectively facilitate intercultural development of their students. Instead, the faculty in Goode’s study reflected on how the training for the student affairs and logistical dimensions overshadowed the intercultural dimension, which meant that they simply followed an informal, inconsistent approach to engaging with students in their intercultural development while the study abroad program was underway.

While my study will not be measuring the degree of intercultural competence in either the undergraduate students or the faculty directors, it will explore whether the faculty directors envision the facilitation of culturally immersive experiences during their program as a salient function in their role as faculty director. For the faculty directors that do view this intercultural facilitation as a core responsibility, this inquiry will then gauge the extent to which the faculty directors may be drawing from their own intercultural experiences. Another area of interest is how faculty directors describe the ways in which their program enables students to progress towards a more advanced level of intercultural competence.

We can now turn our attention to the last dimension in Goode's typology, the Academic dimension, since we are investigating the role of faculty who not only lead, but also teach on their credit-bearing programs overseas.

Academic Dimension

According to Goode (2007), the academic dimension involves the need for faculty directors to develop a curriculum for their program, teach their course (or in some cases, multiple courses), assign grades and provide academic support services such as mentoring. While these are fairly obvious functional criteria, I would postulate that the ways in which faculty directors engage in these tasks while abroad may not necessarily be the same as when they are teaching similar courses on their home campuses. Studies have suggested that the experiential nature of study abroad requires a different pedagogical approach to be able to effectively incorporate the real-world context in ways that are accessible to students (Mills et al., 2010). Savage and Lehman (2014) suggest that, "This type of education engages students in a deliberate process of hands-on problem solving and critical thinking actions which are integrated into the curriculum" (p. 2).

A leading figure in modern experiential learning theory is Kolb (1984), whose model demonstrated a cyclical process where new experiences develop from prior ones, characterized by four stages: concrete experience (experiencing), reflective observation (reflecting), abstract conceptualization (thinking) and active experimentation (acting). According to Passarelli and Kolb (2012), this experiential learning theory can be applied to the study abroad context, but achieving the goals of experiential learning abroad requires not simply understanding the core principles of Kolb's theory, but having a faculty director onsite who is willing and able to implement specific teaching strategies, or roles—facilitator,

expert, evaluator, and coach—while leading the program in order to enable students to fully engage in this learning process. Moreover, as argued by Roberts, Conner & Jones, (2013), the reflection stage is critical here and requires the faculty director to purposefully guide students in individual and group reflection activities to critically analyze their experiences especially as they contemplate any goals they may have established prior to the start of the program.

While Goode's study (2007) illuminated the various complexities of the faculty director position with a useful typology, his rubric does not reveal how faculty directors first learn to navigate the challenges inherent in each dimension (especially in their beginning years as director of a short-term study abroad program when they may lack advanced preparation for adapting to new roles and responsibilities), and fails to explain how experienced directors become proficient in performing these differing roles. Addressing these gaps in Goode's study requires another research angle that will be analyzed in the next section of this literature review: social theories of learning that examine how people acquire knowledge by directly engaging in with other individuals in their natural environment.

Learning Theories

This study focuses on faculty learning as a collective experience, not an isolated activity as in the case of a scientist conducting a lab experiment by herself. To more fully comprehend the learning process of a faculty director as a context-driven process, this section will review the literature on learning theories that focus on the ways in which social interactions enable individuals to develop new skills and knowledge within a given community. This paradigm of learning can be contrasted with other learning theories such as behaviorism, which positions learning as an individual endeavor through the lens of

stimulus-response and selective reinforcement (Skinner, 1974), or cognitivism, which during the second half of the twentieth century moved away from the behaviorist's approach to observing external behavior by focusing instead on internal mental structures such as thinking, attention, memory, and reasoning (Tenenbergs & Knobelsdorf, 2014). Cognitivism, while helpful as a model for computation, evolved in more recent years into the field of artificial intelligence (Craig, 1991).

According to Hung (2001), both the behaviorism and cognitivism schools were significant in extending our understanding of how humans and animals behave under certain testable conditions or how individuals use reasoning to solve problems through internal cognitive processes, but these constructs were limited in terms of explaining how individuals learn in real-world settings. A more recent learning theory known as situated learning (also referred to as situated cognition), as described in the following section, removes any notion of learning as a purely independent cognitive activity by identifying the critical importance that context, culture and social activity play in enabling learning.

Situated Learning Theory

Derived from sociocultural learning theory, studies on situated learning demonstrate the primary role of actors engaged in authentic activities in complex social environments that provide the context for learning (Nasir & Hand, 2006; Putnam & Borko, 2000). This approach is a major departure from traditional cognitive philosophies on learning that focus on the individual as the unit of analysis and knowledge production as an internal process that is applicable in any context (Paige & Daley, 2009). The situated learning framework offers an alternate view of learning distinguished by its three core features, as posited by Putnam and Borko (2000): learning as *situated* (embedded in the physical and social contexts in

which it takes place), *social* (interactions between people in a given community shape what is learned and how it is learned), and *distributed* (cognition is not the domain of any one individual but is shared, or distributed, between people but also transferred through use of physical and symbolic tools).

Many studies on situated learning (Anderson, Reder, & Simon, 1996; Brown et al., 1989; Greeno, 1997; Resnick, 1994) used math education to illustrate the mismatch that can occur in learning when math theories and formulas taught in class prove inadequate for students in real world settings. These studies offered examples of ordinary people engaging in goal-directed activity to solve math-related problems in real-world settings using contextual clues to figure out the answer. Brown, Collins, and Duguid (1989) raised the analogy of craft apprenticeship in constructing a related model: ‘cognitive apprenticeship’. This model envisions students as practitioners engaged in the social construction of knowledge, much in the same way that apprentice workers learning a trade, for example tent makers, hone their skill by directly interacting with their instructors who coach them toward a more sophisticated understanding of the craft.

In this study of experienced faculty directors and their perceptions of the most significant dimensions of their role (as well as how they learned about these dimensions), situated learning serves as an applicable theoretical framework since its focus on context, social activity (through the interactions of the participants in a community), and the environment lends itself well to the unique dynamics of a short-term study abroad program that features a shared learning experience in a field-based setting. More specifically, how faculty learn about these dimensions is best understood through a context-based model of

cognition that enables higher order thinking skills such as problem solving and critical thinking to navigate an unpredictable, yet authentic learning environment.

Critiques of Situated Learning

As with any theory, situated cognition theory is not devoid of critics who have challenged several of its central precepts. For example, situated learning infers that traditional classroom-based instruction may be less effective pedagogically since it removes students from an authentic context, thereby, impeding knowledge transfer in the process. Several studies have challenged this view by providing examples of successful knowledge transfer from a school setting to the workplace (Anderson, Reder, & Simon, 1996; Hunter & Hunter, 1984; Reder & Ritter, 1992). Other studies (Salomon & Perkins, 1998) contest situated cognition theory for its emphasis on collective learning in authentic environments, emphasizing that learning in situ does not guarantee a positive outcome from a learning standpoint if the community itself is not regulating the behavior of its members appropriately or if the individual is unable or unwilling to challenge the prevailing wisdom of the collective, thereby stifling dissent.

Although the purpose of this study is not to test either the strengths or weaknesses of situated learning theory per se, it is important to note the complexities of human learning when one considers alternative viewpoints that have surfaced related to the issue of knowledge transfer and whether student learning is most effectively realized in or outside of the classroom.

The last section of this literature review will explore recent studies that delve specifically into faculty learning within the university setting. The studies on learning portrayed in this chapter have typically centered on students, especially children, or adults in

school or at their workplace. Faculty who work for an institution of higher education represent a unique constituency in that they have a high level of autonomy and freedom, especially when tenured, to pursue their intellectual passions, participate in the governance of their institution, and engage in peer dissent, often with low levels of affinity for their institution (Castiglia, 2006). Since this study is attempting to fill the gap in the literature on how knowledge creation occurs in faculty directors when they accumulate experience in the role of directing a short-term study abroad program, it is worth exploring the personal and professional influences of their scholarly learning and development in more depth.

Neumann's Conceptual Theory on Scholarly Learning

Faculty learning has seldom received attention in the scholarly literature, compared with a modest but growing number of studies on faculty productivity, which, according to Lattuca (2002) are typically concentrated on measurable variables such as workload, incentivization, institutional type reward, and reinforcement structures in higher education (Bauerlein, 2013; Chval & Nossaman, 2014; Dickeson, 2013). These studies reflect a renewed call for accountability in higher education nationwide through quantified assessments of faculty teaching, research, publications, and grant output, but they also oversimplify the professional and personal context in which faculty operate.

Neumann (2009) aimed to capture the essence of faculty learning instead of its outward signs or trappings, as exemplified by contemporary assessment studies of faculty productivity. Since so few scholars have delved into this area, it is worthwhile to survey Neumann's work on the scholarly learning of faculty, which will guide the research questions and serve as the conceptual framework for my study. Neumann (2005) argued that, "Scholarly learning converts the abstract concept of 'knowledge production' into a human

event, a living person's experience that, at its best, is a search for personal meaning" (p. 15). In her efforts to detect valid scholarly learning, Neumann (2006, 2009) invoked the idea of passionate thought, defined as "intense feeling for their subjects of intellectual study: high excitement or exuberance at its realization, sadness or despair at its loss, frustration at its delay, desire in its absence" (2009, p. 220). Neumann (2006, 2009) repeatedly employed the theme of passionate thought, though its application to faculty in higher education is unique, since studies on academia have tended to overlook the influence of individual emotion on a professor's career and focused instead on organizational mission or various markers of faculty productivity such as the number of publications in peer-reviewed journals.

In *Professing to Learn*, Neumann (2009) presented compelling empirical examples of scholarly learning experiences from 78 faculty members from the early post-tenure phase of their careers, a crucial period when faculty members tend to be most productive and creative as they determine where to direct their intellectual energies and passion. Her findings produced the following insights: a) scholarly learning constitutes a 'central experience' to the faculty at this early post-tenure stage and carries significant meaning to their lives and careers, and b) cultivating scholarly learning requires a joint effort on the part of the faculty as well as senior university administrators.

Neumann's study (2009) also acknowledged the fact that "policy makers and academic administrators rarely talk about the kinds of learning struggles and desires that professors talked about in interviews" (p. 223). Thus, Neumann expressed that university leaders who lack this insight may miss the target when they try to enhance faculty members' commitment to their practice without first considering the intrinsic motivating factors that keep faculty engaged in their scholarly learning in its various forms, including teaching,

research, service, and community outreach, whether on the home campus or abroad.

Neumann (2014) also contended that to be effective, university administrators must try to both understand the myriad ways in which faculty members learn while also identifying the differing needs for support among faculty, depending on where they are positioned in their careers.

To identify the signs of faculty learning that would enable university officials to better understand the perspective of the professors, Neumann (2009) presented five propositions. The first proposition viewed “*Professors’ learning as part of professor’s work*. Professors’ work requires that they learn” (p. 255). In this first proposition, Neumann maintained that professors learn ‘on the job’ both through intentional ways, such as when they strive to deepen their understanding of a new theory in their discipline, as well as incidental ways, when through informal discussions they develop new ways to consider a study’s finding or hone an innovative teaching technique. In this study, I sought to discern the degree to which faculty who lead short-term programs abroad were learning to do so in an intentional way or developing their skills and building their knowledge incidentally.

In the second proposition, Neumann stipulated that learning means *someone* learning some *thing*; for students, the object of learning may be a “disciplinary idea or a concept central to being an adult in a democratic society—for example civic responsibility, moral courage, compassion or altruism” (2014, p. 99). For faculty teaching on the home campus, the object of learning may be the latest developments in a discipline or pedagogical approaches to teaching a field’s new ideas (Neumann, 2014). According to Neumann, learning cannot stand by itself; someone needs to be doing the learning, making this even more complicated since each learner is unique in how they interpret the information, along

with their willingness to be receptive to new ideas. This connects directly with the study on hand because faculty directors will presumably differ in what they perceive to be the most critical dimensions of their role in leading a short-term education abroad program, and how they learned about these dimensions over time.

In the third proposition, Neumann (2009) focused on professor's scholarly learning: "To understand a professor's scholarly learning is to understand how she learns *what* she professes through her practices of research, teaching, and service: her subject matter knowledge and ways of knowing unique to it" (p. 258). This study aimed to determine if faculty directors were constructing and reconstructing their subject matter during their time abroad while teaching their course. If they teach a similar course on their home campus, then are they re-purposing their study abroad course to take advantage of their host country location? Also, what, if any, modifications to their study abroad course curriculum have they made over time and why? These are important questions since they remind us of one of the central roles of the faculty director according to Goode's (2007) typology: the academic dimension. What are faculty learning about their own subject matter when they teach abroad, the ways in which they teach their subject, and the manner in which their environment helps frame that learning?

The fourth proposition from Neumann (2009) highlighted the ways in which scholarly learning for professors "holds personal meaning and it may be intensely emotional" (p. 261). As indicated earlier in this section, Neumann's (2006) work produced the notion of passionate thought by which faculty surveyed expressed how their scholarly learning affected them on an emotional level, often in ways that reflected their personal sense of self. Prior learning comes into play here when a professor's scholarship is sometimes influenced by

their past experiences in deeply personal ways. Other scholars, such as Boler (1999), have written about how emotions are conceived and expressed in an educational context, yet researchers and policymakers in higher education rarely view the link between professor's work and their personal lives as a topic worthy of study. The ways in which faculty endeavor to balance their work responsibilities and personal lives can influence their self-agency to pursue scholarly learning, something that should not be ignored if university leaders and policy makers wish to support the faculty's commitment to learning (Neumann, 2009). This study tried to discern if the faculty directors articulated any personal meaning with the work they do abroad either through their interviews or in the form of autobiographical reflections.

The fifth indicator of learning is that it occurs in contexts: "Learning occurs within contexts (environments, milieu, and settings) that shape whatever it is that learners seek to know (content). Yet they can also learn new ways to think about those contexts thereby influencing what they learn in them" (Neumann, 2009, p. 263). My study examined the cultural context on a short-term study abroad program to see whether faculty learning was affected by being away from the home campus. What adaptations, if any, have the faculty participants made over time as study abroad directors in light of evolving conditions in the foreign country? And a question that relates directly to the context of an education abroad program, but is not present in scholarly literature: What have faculty directors learned from the students?

For this study, all five of Neumann's (2009) learning propositions served as the conceptual framework for this study on faculty learning within the context of directing a study abroad program. The 'outside-in' perspective in the form of Goode's (2007) typology, which functioned as the analytical framework for this study, helped reveal the general

contours of the faculty director position, and was worthwhile as an organizational tool.

However, a deeper understanding of the learning process for a faculty director required a more contextualized analysis through the application of the “inside-out” perspective through Neumann’s five learning propositions.

Chapter Summary

The recent statistics on student enrollment from Open Doors (IIE, 2015) points to the surge in popularity of short-term study abroad programs in recent years. This trend has also coalesced with calls for more accountability for institutions of higher education that sponsor faculty-led study abroad programs, not only to ensure the highest level of academic integrity and cost efficiency, but also to comply with expanding legal protocols and standards related to student health and safety. Faculty directors of short-term programs bear a major responsibility for delivering successful study abroad experiences for undergraduate students, often with minimal support onsite (Hoye, 2006), yet while scholarly research on student learning outcomes has been extensive over the past decade (Chieffo & Griffith, 2004; Deardorff, 2011; Salisbury et al., 2013; Savage & Wehman, 2014; Williams, 2005), there has been minimal research conducted on faculty directors of study abroad programs, with only a few empirical studies available (Rasch, 2001; Savishinsky, 2012; Watts, 2015).

One attempt to fill the gap in research on faculty directors emerged with Goode’s case study (2007), which contributed a constructive typology that demarcated the various responsibilities along four dimensions: “Dean of Students”, logistical, intercultural, and academic, in an effort to demonstrate the intricacies of the directorship position. This chapter reviewed studies that supported Goode’s typology in each of those dimensions, thus offering

the reader with a more comprehensive accounting of what current faculty directors can expect to encounter when they lead a short-term study abroad program.

Goode's typology, while providing a useful roadmap for identifying the basic contours of the role of a faculty director of a short-term study abroad program, does not offer insight into the learning processes of faculty as they encounter the complex responsibilities that comprise the role of director. To fill this void, the researcher drew from Neumann's research on the scholarly learning of faculty, which presents the reader with an 'inside-out' perspective on what influences faculty to engage in the pursuit of disciplinary learning while balancing the many competing demands on their time, including administrative responsibilities within their department. Neumann's five learning propositions (2009) provide campus leaders and higher education researchers with a different vantage point for understanding how faculty members learn to develop a sense of self-agency, so that they can continue to focus on their scholarly learning, which is often a singular passion of theirs. These learning propositions, in particular the fifth proposition which centers on the role of context in shaping to some extent the content of their learning, will serve as the conceptual framework for this study of faculty directors of short-term study abroad programs.

Finally, situated learning, which positions learning through the nexus of context, activity and culture, is reflected through Neumann's focus on faculty learning through the interactions of participants in a short-term study abroad program. How the study abroad environment influences the learning experiences of faculty forms the crux of this study, and the next chapter will explicate the methodology that I will use to further investigate this phenomenon.

CHAPTER THREE: RESEARCH METHODOLOGY

Chapter Overview

The purpose of this study was to investigate the learning experiences of university faculty directors of short-term study abroad programs, and by doing so, to address the dearth in literature that exists on such an important constituent in any university's internationalization efforts: the faculty who lead short-term study abroad programs at their home university. Incorporating Goode's typology (2007) as the analytical framework, I explored the roles and responsibilities of the faculty directors selected for my study to ascertain whether the four dimensions in Goode's study ("Dean of Students", logistical, intercultural, and academic), were still applicable or if newer categories would emerge to better define this complex position in the years following Goode's study.

To provide a firm conceptual foundation, this study then applied Neumann's (2009) five learning propositions: "1) Professor's learning is part of professor's work; 2) Learning as someone about learning some *thing*; 3) Professor's scholarly learning as it applies to her "subject matter knowledge and ways of knowing unique to it" (p. 258); 4) "Professors' scholarly learning as a personal and emotional experience; and 5) Professors' learning happens in contexts that shape *what* they learn (content)" (p. 263).

Taken as a whole, these five propositions of learning frame the research questions and research design for this study. The last proposition on context reflects the sociocultural learning theories and related constructs discussed in the literature review, especially situated learning, where context shapes and informs the learning experiences of individuals interacting within a particular community of practice. By gaining first-hand knowledge of the learning experiences of experienced faculty directors, this study could then determine

whether the findings yield new insights that may alter or augment the dimensions of the faculty director position in Goode's study (2007), especially the academic, intercultural and student affairs dimensions.

This chapter describes the basic qualitative research design of my study, explains the rationale for why I chose this design, and reiterates the research questions and conceptual framework (Neumann's learning propositions) as well as the analytical framework (Goode's typology). It then provides information on the research methodology by identifying: (a) the research sites, sampling procedure, sample population and participants; (b) instrumentation and data collection; (c) data analysis and coding strategy; (d) strategies for validating findings; (e) limitations of the study; and (f) ethical concerns.

Research Design

Basic Qualitative Research Design

With the use of a basic qualitative research design, this study discerned the socially constructed realities of the participants (faculty directors) after they had accumulated a sufficient degree of experience in this role. As Merriam (2014) states: "all qualitative research is interested in how meaning is constructed, how people make sense of their lives and their worlds. The *primary* goal of a basic qualitative study is to uncover and interpret these meanings" (p. 25). While I could have selected other approaches to qualitative research, it seemed most logical to use a basic qualitative research design for this study since I was not investigating a bounded system (case study) or trying to capture the essence of any particular phenomenon (phenomenology). Nor did I attempt to build a new theory (grounded theory), or conduct an in-depth analysis of a particular human society or culture (ethnography).

Instead, I used basic qualitative research to analyze how faculty members who direct short-term study abroad programs construct meaning from what they learn through their unique contextual experiences.

As explained in one researcher's work on qualitative methodology, basic qualitative research design is used by researchers who wish to understand:

1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences. The overall purpose is to understand how people make sense of their lives and their experiences. (Merriam, 2009, p. 23)

Since there has been a lack of research on faculty directors, the void can be filled through a basic qualitative research design that captures the meaning-making of faculty directors involved in a learning process over an extended period of time.

Basic qualitative research is also recommended for studies that focus on processes, as reflected in this study on what faculty directors experience as they adjust to new responsibilities abroad that they would not typically engage in back on the home campus, where they may be engaged in more traditional faculty activities, such as teaching, research, committee work and student advising. Discovering what faculty directors have learned through their experiences by capturing this data with the rich description cultivated from a well-designed basic qualitative research design may enable study abroad offices to then develop more effective faculty training programs.

The following research questions provided the foundation of this study:

- 1) What are experienced faculty directors perceiving to be the most important dimensions of their role?
- 2) How did they learn about these dimensions?

Research Sites, Population, and Sampling Procedures

The research setting for this study was comprised of a variety of accredited non-profit four-year public and private universities from small to large in the southeast. Several of the universities selected for my study are R1 Doctoral Universities: Highest Research Activity. Other universities, while not Tier 1, have earned other credentials for excellence, including one medium size institution that received the top ranking for excellence in undergraduate teaching among Southern universities according to U.S. News and World “Best Colleges” Report, as well as achieving the number one designation for most popular study abroad program in 2016.

This selection of multiple institutions in the southeast afforded a prime opportunity to situate this study with reputable universities and colleges featuring study abroad operations that encompass a wide range of short-term (summer, J-term, and Maymester) and longer-term (including semester and academic year) study abroad programs for academic credit, as indicated on their respective websites. The robust volume of programmatic offerings include faculty-led study abroad programs, direct enrollment in foreign universities, student exchange programs, and third party provider programs, demonstrating each institution’s efforts to comprehensively engage in internationalization efforts through a significant investment of institutional resources (as opposed to institutions that operate a small number of study abroad programs, which suggests a lack of investment in global education).

In addition, the balance of institutional types (public and private) was deliberately chosen in this study to account for the fact that there were likely to be differences in the ways each institution’s short-term study abroad programs were designed, funded (including compensation for directors), and supported by the home institution. These variances were

occasionally revealed in the data collected from the faculty interviews conducted at these institutions, which resulted in a broader perspective as a result.

Moreover, most of the executive leaders of the study abroad offices from the institutions chosen for my study have been involved in national professional associations in the field of global education, such as NAFSA and the Forum for Education Abroad. These leaders are therefore familiar with best practices in the field of international education, making their selection even more appropriate for this study. Since most of the prior studies on faculty directors have employed single unit case studies (Goode, 2007; Rasch, 2001; Watts, 2015), which limit the utility of the findings based on the unique structural constraints and support structure of a specific institution, I had intentionally selected a variety of universities, including a combination of public and private institutions, to allow for a more diverse range of faculty perspectives.

Population. With the various institutions of higher education selected for my study offering a large volume of faculty-led short-term study abroad programs each year, the size of the faculty population was expected to be sufficient for this study. A total of sixteen faculty directors drawn from six southeastern institutions of higher education enabled me to accumulate enough data to reach a saturation point, defined as the point at which researchers begin to hear repeated information with no new information emerging while still collecting the data (Merriam, 2014; Walker, 2012) or when further coding is not feasible during data analysis (Fusch & Ness, 2015; Guest et al, 2006). Other scholars maintain that another relevant component to saturation is the selection of a cohesive sample: “consisting of participants who best represent or have knowledge of the research topic. This ensures efficient and effective saturation of categories, with optimal quality data and minimum

dross” (Morse, Barrett, Mayan, Olson, & Spiers, 2002, p. 12). Through the selective criteria outlined below, I recruited a suitably cohesive sample of faculty directors, that was sufficient in size to provide the breadth and depth of information needed to address my research questions.

The faculty interviews took place between January and May 2017, and I followed the interview protocol in Appendix A. To maximize the opportunity for collecting data on faculty learning that would provide comprehensive depth to the research questions, I employed purposeful sampling, also referred to as criterion-based sampling, which involves selecting cases with pre-determined criteria. This non-probabilistic form of sampling can yield information-rich cases that can provide the richest source of data directly applicable for the study in question (Patton, 2015).

Sample selection criteria. For my inquiry on faculty learning, I utilized the following criteria to organize my sample:

- a) Faculty members selected for this study had to have had at least four consecutive years of experience directing or co-directing a short-term program in the same country up to the present year, so that they all had an up-to-date sense of what the director position entails, including both challenges and rewards they have encountered. The four-year minimum ensured that each faculty director had a deep familiarity with the host country location and a solid foundation of experience in working with undergraduate students abroad in this capacity.
- b) The faculty directors must have taught at least one of the credit-bearing courses offered by the program since course instruction is a key facet to the directorship experience and relates to their experience on the home campus (note that this

teaching responsibility is standard practice for most faculty-led short-term study abroad programs anyway).

- c) Since the research questions encompass faculty learning in a contextual setting, the faculty directors chosen were as broadly represented as possible, in terms of their gender, ethnic background, age, disciplinary expertise, as well as the geographic locations and academic themes for their programs. This allowed for a more diverse range of faculty perspectives.
- d) Each short-term program, which included summer, J-term, or Maymester programs, had to be a minimum of three weeks in length to engender a sufficient degree of learning opportunities for the directors.

Sample selection procedures. To ensure a greater degree of objectivity in the selection process, I sent a letter to the executive leadership of the study abroad offices at each institution chosen for this study to introduce the objectives and design of my study, request their permission to undertake the study, and ask for their assistance in selecting faculty directors who met the criteria outlined above and whom they considered to be most appropriate for this study (see Appendix B). I also offered to follow up with a phone call to further discuss the parameters of my research design in greater depth if any of the executive directors had questions about the purpose of my study.

Once I obtained the list of recommended faculty directors and their contact information from the executive leaders of the respective study abroad offices, I sent an email to each faculty director individually to introduce myself, explain the nature of my research and request that they participate in my study (see Appendix C). I had anticipated a yield of anywhere from sixteen to twenty participants from the various universities and colleges

included in my sample and ended up with sixteen in the end. In the event that I had fallen short of recruiting a suitable number of faculty directors to interview for data collection, I was prepared to draw on connections with other colleagues in my professional field who could have recommended faculty directors from other institutions. In the end, this proved unnecessary, as I successfully met my recruitment target by recruiting sixteen faculty from six institutions in my study, which resulted in data saturation.

It is worth noting particular attributes that were not a factor in the sampling process: the rank of the faculty member and whether he/she was tenured. While these are commonly used variables in other studies on faculty learning and development, as reflected in Neumann's (2009) study on the scholarly learning of recently tenured faculty, they were not pertinent to my research study since the goal of this study was to gain a more robust understanding of the learning process for seasoned faculty directors of short-term programs, regardless of their rank within the university. The ways in which faculty portray their learning experiences while directing a short-term study abroad program are unique to the individual and not dependent on their status or title at their home campus.

Instrumentation

The tools that I used to implement the research design for this study consisted primarily of a pilot study followed by a series of semi-structured individual participant interviews (see Appendix A for interview protocol), and a post-interview reflective questionnaire (Appendix D). More details about the interview procedures are provided in the data collection section below.

Pilot Study

Van Teijlingen and Hundley (2002) suggest that one of the advantages of conducting a pilot study is that it can point to potential problems with the interview protocol design, research instrument, or the data collection process. Having this information in advance of the actual study will enable me to determine the feasibility of the interview questions. For this study, a pilot was conducted with three faculty directors of short-term programs from one of the selected institutions in the study, none of whom were selected afterwards to serve as participants in the actual study. While the three faculty members in the pilot study did not meet all of the criteria for my study (one of them had not directed a study abroad program in recent years; another faculty member directed her summer program as part of a rotation with two other faculty so she did not meet the criteria for leading a program for four consecutive years), their input was valuable nonetheless. The three faculty chosen for the pilot all had sufficient cumulative experience leading and teaching on a short-term study abroad program, and they understood the basic parameters of my research design.

For this pilot study, I interviewed all three faculty members individually in order to test and then refine the interview questions that were later used for the study itself. I also incorporated faculty feedback from the pilot interviews to determine the proper order of questions, adjust the content of any questions as needed, and improve any technical or logistical problems that might arise in the data collection process.

Data Collection

Role of the Researcher

As an Assistant Director in the study abroad office at one of the institutions used in this study, I took into consideration that I might end up interviewing faculty directors

who I had worked with in a professional capacity. Throughout the interviews I conducted with faculty, I attempted to minimize any acquiescence bias by first disclosing my role as a study abroad administrator to all faculty participants in the study and complying with the confidentiality measures indicated in the NC State Human Subjects Informed Consent form (Appendix E). This disclosure was included in the letter inviting to each nominated director to participate in my study (sent electronically) and I also mentioned my role as a professional administrator in the field of international education at the beginning of each interview. I then asked probing questions of all participants in my study, treating them in a tactful, professional manner.

To regulate my own opinions from unduly influencing the interview process or my data analysis, especially with any faculty participants who I had worked with before, I engaged in bracketing, which according to Tufford and Newman (2012) is a method “used by some researchers to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research and thereby to increase the rigor of the project” (p. 81). Other recommended methods for bracketing my assumptions, values and emotions, were the use of field notes to record my impressions and reactions during and after interviews, and analytic memos that I drafted during data analysis to reflect on how I personally related to the faculty directors and how this might be impacting the shape of my study and the insights I was drawing from the participants. Lastly, by consulting with a peer de-briefer who made note of any areas where my biases and opinions were emerging, I was in a better position to bracket my preconceptions.

Lastly, in using basic qualitative research design, I employed a constructivist approach to my study that adhered to my own ontological worldview: a belief in multiple,

socially created realities, as opposed to a single, positivist, and universally shared phenomenon that is best captured through quantitative research.

Individual Interviews

Prior to the start of the interview, interviewees were asked to read and sign the terms contained in a standard informed consent form (Appendix E); this consent form partially fulfilled North Carolina State University's Institutional Review Board (IRB) requirements. In the event that a participant was not available to meet in person, I arranged a phone interview instead at a time that was convenient for the faculty member and the researcher. I then emailed the faculty member in advance with the consent form for them to sign and send a scanned copy back to me and took notes during each interview. The faculty participants were reminded that their involvement in the study was entirely voluntary and they had the right to withdraw from the interview process at any time.

Each semi-structured interview was 60 to 90 minutes in length, covering eleven interview questions that provided the necessary detail to address the two main research questions of my inquiry. Semi-structured interviews are often preferred by researchers over highly structured or unstructured interviews since they permit the researcher to respond to the situation as it unfolds during the interview, glean new ideas and surfacing the respondent's worldview (Merriam, 2014). A standard interview protocol (see Appendix A) was used to keep the general line of questioning consistent among interviewees while also containing helpful probes to keep the conversation going.

To foster a richer understanding of faculty learning, I also asked several sub-questions under each of the primary research questions as indicated in the interview protocol. Care was taken to avoid asking leading questions and refrain from interrupting the

interviewees, in order to encourage the faculty participants to speak freely. Almost all interviews were held in the private office of the faculty participant though in one interview, a public location was used (a coffee shop though there were few patrons there at the time and the setting was otherwise devoid of interruptions). For the few phone interviews I conducted, I used my office and maintained privacy by keeping the door closed and letting the interviewees know that I was the only one present in my office in order to reassure them that while I had put them on speakerphone, there was no one else who could overhear the conversation.

In this way, I was able to hold these interviews in private, neutral settings that were mutually convenient to both parties. A Biographical and Professional Data form (see Appendix F) was distributed to each participant prior to the start of each interview in order to collect important demographic information as well as pertinent details such as each faculty director's academic discipline, their teaching and study abroad experience, and the geographic location for the program(s) they have led abroad. By collecting information in the Biographical and Professional Data form, I saved time by not having to ask these basic questions during the interview.

All interviews were digitally recorded after I had received permission to record the interview from each faculty participant. After all of the interviews were completed, I submitted the audio files of each interview to a professional transcription service, and then verified the accuracy of the transcription by listening to each individual recording myself, comparing my interpretation with the results from the transcription company. Data was stored electronically in several password-protected sites that were backed up regularly. Following each interview, I took brief field notes in a process known as memoing (Creswell,

2013) to record my impressions of each interviewee based on my observations, especially nonverbal communication, as well as my initial thoughts on potential linkages with interviewees' responses and the literature on faculty learning, in particular, Neumann's work. As Bogdan and Biklen (2011) state, "These memos can provide a time to reflect on issues raised in the setting and how they relate to larger, theoretical, methodological, and substantive issues" (p. 165).

Post-Reflection Questionnaires

According to Creswell (2013), one of the common characteristics of qualitative research is that it uses multiple methods to collect data. Interviews were the main generator of data for my study, though document review was also used as a supplemental instrument to assess faculty learning within the study abroad context. As such, the faculty participants were invited to complete a brief post-interview reflection questionnaire (Appendix D) that asked them to reflect on their most significant cumulative learning experiences over the past four years. This post-interview questionnaire added a supplemental data point to my study, and provided a way for the respondents to offer a written account to go with their interview responses, which may have been a more comfortable approach for some of the respondents.

Data Analysis

As Flick (2014) stated, the process of data analysis involves "the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it" (p. 5). By adopting an inductive, constant comparative approach, I analyzed the data and field notes collected from the faculty interviews, along with the information available from the completed post-interview reflection questionnaires (Appendix D). The constant

comparative technique first presented by Glaser and Strauss (1967) was originally developed for grounded theory, but has since been used effectively in other forms of qualitative research.

Coding

Through the use of a two-cycle coding strategy for both research questions, I first scrutinized the raw data from the transcripts of the faculty interviews and documents and then looked for meaningful units of data, or codes that related to my research questions. A codebook assembled during this process served as a valuable reference tool in order to keep the various codes organized cohesively. From these segments, which were compared and contrasted in an orderly fashion, I began to reduce the large volume of data units to create categories (or themes) and subcategories that were then continually reorganized and refined through a general scheme that corresponded with the purpose of my study, as recommended in research on qualitative studies (Merriam, 2014).

Table 1 summarizes the coding strategies applied to the two research questions in this study.

First-cycle coding for first research question. The initial data analysis strategy was to use a combination of several types of first-cycle coding for both research questions. For the first research question, I applied In Vivo, descriptive and provisional coding strategies. According to Miles, Huberman and Saldana (2014), In Vivo is one of the most common qualitative coding methods in that it directly uses the participants' own words or short phrases in the data record as codes. For studies that wish to honor the participant's unique perspective and respect their voice, In Vivo is often recommended. Since my study centered on an under-researched population (faculty directors of short-term study abroad programs), it

was especially important to search for authentic learning experiences as expressed by the study participants in their own words.

The descriptive method is also applicable in first-cycle coding as it involves summarizing in a word or short phrase the essential topic of a passage of qualitative data and is useful in understanding a phenomenon within a social environment (Miles, Huberman and Saldana, 2014). For this study, the phenomenon in question related to the learning experiences of faculty directors when they direct a short-term study abroad program, in what can be considered a social environment.

Table 2

Coding Strategies for Research Questions 1 and 2

Research question 1 What are experienced faculty directors perceiving to be the most important dimensions of their role?	First Cycle	Second Cycle	Analytical Framework Goodes' Four Dimensions:
	In Vivo	Pattern	"Dean of Students" Logistical Academic Intercultural
	Descriptive	Elaborative	
	Provisional		
Research question 2 How did they learn about these dimensions?	Process	Pattern	Conceptual Framework (Neumann's five learning propositions) <ol style="list-style-type: none"> 1) Learning is part of professor's work 2) Learning as someone learning about some thing 3) Professor's scholarly learning as it applies to her "subject matter knowledge and ways of knowing unique to it 4) Professors' scholarly learning as a personal and emotional experience 5) Professors' learning happens in contexts that shape <i>what</i> they learn (content)"(p. 263).
	Emotion		

The third coding method applied to the first research question was provisional coding, which as Miles and Huberman (1994) express, “establishes a predetermined ‘start list’ set of codes prior to fieldwork” (p. 58). For this study, the predetermined codes were drawn from the four dimensions of Goode’s (2007) typology that serve as the analytical framework for this study: *Student Affairs* (“*Dean of Students*”, *Logistical*, *Intercultural*, and *Academic*). Since provisional coding can be generated by a prior study’s conceptual framework, according to Miles, Huberman & Saldana (2014) it seemed logical to then determine if these pre-established codes needed to be “revised, modified, deleted or expanded to include new codes” (p.77). In other words, this coding process sought to inform my exploration of what modifications to Goode’s dimensions of the faculty director position were necessary, if any, based on what emerged from the transcribed interviews of the faculty participants in my study.

First-cycle coding for second research question. For the second research question, I engaged in process, descriptive, and emotion coding during the first cycle of data analysis. According to Saldana (2016), process coding can be used for studies that explore epistemological questions on phenomenon such as learning. Since this study investigated how faculty directors of short-term study abroad programs made meaning of their experiences over an extended duration (a minimum of four years as delineated in this study), it was appropriate to use process coding. As indicated by Miles, Huberman & Saldana (2014), “emotion coding is particularly appropriate for studies that explore intrapersonal and interpersonal participant experiences and actions” (p. 75). The second research question was used to explore the conceptual framework for this study: Neumann’s (2009) five learning propositions. Since these propositions center on the learning experiences of faculty, it made

sense to follow the advice of Coffey and Atkinson (1996) by employing more than one coding method when investigating complex phenomenon such as learning, in order to strengthen the depth and breadth of the findings.

Second-cycle coding. As pointed out by Saldana (2009), the most important objective during second-cycle coding is to organize your first-cycle codes in more advanced ways to bring recognizable categorical, thematic, or conceptual order to the study, afterwards testing the accuracy of the categories that were created. For this study, I employed two types of second-cycle coding: pattern coding and elaborative coding. Pattern coding consolidates the first-cycle descriptive codes into meaningful, abstract categories through interpretive, higher order analysis (Saldana, 2009) and was used for both research questions.

Elaborative coding is sometimes referred to as top-down coding, and involves drawing from pre-existing theory to develop it further. As argued by Auerbach and Silverstein (2003), “in elaborative coding, where the goal is to refine theoretical constructs from a previous study, relevant text is selected with those constructs in mind” (p. 104). For this study, the four dimensions that comprise Goode’s typology constituted the pre-determined concepts analyzed during the second-cycle through elaborative coding that was applied to the first research question as demonstrated in Table 1. The data yielded from the first research question during interviews of the faculty participants was used to modify or refine Goode’s typology.

Analytic Memoing

An integral component to qualitative research is analytic memo writing, which as Saldana (2016) describes is simply a method used by researchers to “document reflections on: your coding processes and code choices; how the process of inquiry is taking shape; and

the emergent patterns, categories and subcategories, themes, and concepts in your data – all possibly leading toward theory” (p.44). Similar in many ways to journal entries, analytic memos enable the researcher to synthesize data in their findings, elicit connections or variation from alternative vantage points, consider challenges or obstacles in the data analysis phase and expand any promising leads gained from unexpected personal insight. Saldana (2016) states that the memos themselves should be dated to monitor the study’s evolution and can be coded, organized, and searched afterwards, especially with Computer Assisted Qualitative Data Analysis (CAQDAS).

Another advantage of analytic memo writing, which should take place concurrently with the first- and second-cycle coding processes, is that it affords researchers an opportunity to monitor their reflexivity throughout the data collection and analysis process. Thus, through analytic memo writing, I was able to discern my own biases, assumptions and preconceptions in my research, while seeking ways to challenge and hold myself accountable for any suppositions and conjectures I had about the faculty participants in my study.

Post-Coding Strategies

After I completed both coding cycles and finished drafting analytic memos, I began to transition from a formerly inductive approach (i.e., deriving categories from bits of data) to a more deductive technique that entails seeking evidential support for the final set of categories as I approached the saturation point in my data collection and analysis. As Merriam suggested (2014), creating a diagram or model to help visualize the connections between categories was also a useful strategy in addition to documenting new insights or gaps in missing data (Marlow, 1998). I followed this suggestion using ATLAS.ti qualitative analysis

software which facilitated the cataloging of data points, showing connections between codes in the process.

My study adopted Goode's typology (2007) as the analytical framework for the first research question to ascertain whether this model remains a suitable tool for understanding the roles of a faculty director of a short-term program or whether modifications of the four dimensions in Goode's typology are necessary. In similar fashion, I utilized Neumann's scholarly learning of faculty as the conceptual framework for my study, when analyzing the results of the pattern coding of my second research question. Throughout this process, I made note of any overlaps between the categories that surfaced during data analysis and the learning propositions themselves. I also took care to denote any variation in faculty explanations of their learning experiences, especially if the end result were categories that deviated from Goode's typology and/or Neumann's learning propositions.

In my study, as a way to more efficiently organize the data and find connections between and among codes and categories, I inputted the codes into ATLAS.ti data analysis software. Through this combination of data analysis techniques, I derived key findings of the study that were congruent with the research questions of my study. But to avoid being overwhelmed with the sheer volume of data in the data analysis, I would regularly step back to view the overall patterns within the categories that slowly materialized, as recommended by Guest, MacQueen, and Namey (2011) who state:

Transcribed conversations are full of oblique references, incomplete statements, hemming and hawing, incoherent mumblings, interruptions, and cognitive leaps from one idea to a seemingly unrelated other. Raw, transcribed text has neither plot nor

editor. The qualitative analyst needs a great deal of patience to read, and reread such text (p. 65).

Finally, in reviewing the data drawn from the dual rounds of coding of the interview transcripts and post-interview reflection questionnaires (Appendix D) along with the analytic memos multiple times, I was able to ensure that both of the central research questions of my study were thoroughly addressed.

Strategies for Ensuring Trustworthiness of Findings

Unlike quantitative studies in the natural sciences that adopt a positivist outlook, studies in the social sciences that employ a qualitative research design must rely on alternative criteria to demonstrate the trustworthiness of the study (Shenton, 2004). As explained by Guba (1981), there are four primary constructs commonly used to determining the trustworthiness of a qualitative study: credibility, transferability, dependability, and confirmability. This section describes the various methods employed in this study that incorporated each construct in order to achieve a high degree of trustworthiness.

Credibility

To maximize the credibility of my research, I used triangulation, a strategy in which multiple measures are taken to confirm a study's findings, which compensates for any individual limitations of one particular method while capitalizing on their respective strengths (Brewer & Hunter, 1989). As an example of site triangulation in this study, by drawing from a diverse grouping of interview participants from various public and private colleges and universities in the southeast, I was able to solicit a wider variety of perspectives and viewpoints. To further strengthen the credibility of this study, I also included a peer debriefer in my study, a colleague not directly connected with this study and not employed in

my office, who happens to have similar expertise in international education along with general familiarity with qualitative research. The peer debriefer critiqued my data analysis and findings in a fair, transparent way to allow for a fresh perspective and put a check on any self-bias (Krathwohl, 2009). Through peer debriefing, “questions and observations may well enable the researcher to refine his or her methods, develop a greater explanation of the research design and strengthen his or her arguments in light of the comments made” (Shenton, 2004, p. 67).

In yet another effort to augment the credibility of this study, I granted all interviewees the opportunity to review the accuracy of my initial interpretations of their transcribed statements from the interviews, a process known as member checking, which is widely recommended by many scholars for qualitative research (Byrne, 2001). The faculty participants could then comment on whether they felt my coded transcription of their interview statements reflected what they truly meant. If the faculty feedback via these member checks suggested that my interpretation missed the mark, then I was prepared to work on fine-tuning my analysis of the data to make it more compatible.

Transferability

According to Malterud (2001), transferability concerns the range and limitations of applying the study’s findings to other contexts, though no study can yield results that are universally transferable. In qualitative studies, the “aim with respect to external validity is to ascertain whether or not the study hypothesis or results can be applied in other settings” (Malterud, 2001, p. 485). Accordingly, specific information on the demographics and setting for the study are vital for the reader to be able to determine how suitable the findings could be in other environments. Lastly, using rich, thick description as recommended by Geertz

(1973) when portraying the participant's learning experiences in this study improved the prospects of transferability so that other researchers may try to apply the findings of my study in different ways, though generalizability is not possible in a statistical sense for most qualitative studies.

Dependability

In terms of assuring dependability, often referred to as reliability in quantitative studies, researchers conducting qualitative studies will not be able to guarantee that repeating the same research methods practiced in different settings will yield similar results. They can however leave an audit trail, which is a way of tracking in detail how the researcher collected the data, constructed codes and themes, and made decisions during the data analyzing process (Merriam, 2014). By establishing an audit trail, the researcher can review not only the operational detail of data collection, but also offer an appraisal of the entire study to gauge its effectiveness (Shenton, 2004).

Confirmability

The fourth and final criteria delineated by Guba (1981), is confirmability, which involves using the appropriate research techniques to ensure the highest degree of objectivity, so that the findings come directly from the experiences of the interviewees and are not unduly influenced or overshadowed by the researcher's predispositions (Shenton, 2004). Beginning with critical self-reflection, I bracketed my study by being transparent about my own assumptions, worldview and biases so that readers could better comprehend how my values and beliefs may have influenced the way I conducted my study and interpreted my findings. The aforementioned audit trail was another method to strengthen the confirmability of this study: my field notes, transcripts and memos allow the peer debriefer to gauge the

incidence and degree of the researcher's bias, a practice recommended by Cutcliffe & McKenna (2004).

Limitations of the Study

As with all empirical research studies, there are important limitations that warrant disclosure. The first limitation is that with the time constraints presented during the interview process, it might have been difficult for some of the faculty interviewees to recall in detail their formative learning experiences, especially if the faculty director in question has been leading a short-term program for a considerable period. For example, some of the faculty interviewed had more than 10 years of experience, but may have struggled to remember what their earlier years directing a program were like, including specific details related to their challenges and how they overcame them. To compensate for this limitation, I probed for more details when interviewing the faculty participants and provided them with sufficient time during the interview to allow for more incisive responses. Also, the post-interview reflection questionnaire (Appendix D), another key research instrument in my study, was purposefully designed to grant the faculty participants more time to contemplate what they had learned while directing a study abroad program, which facilitated their efforts to recollect experiences from prior years.

An additional limitation is that the faculty participants were essentially self-reporting, which rendered it difficult for the researcher to verify the accuracy of their responses. I did not engage in participant observation, as it was not feasible to observe faculty onsite leading their study abroad programs within the timeframe allotted for this study. Participant observation as a data-collection technique is a common practice in qualitative research and as expressed by Merriam (2014), "observation makes it possible to record behavior as it is

happening” (p. 139), as opposed to relying on data taken from decontextualized interviews of the participants. Indeed, by not being able to directly observe the environment in which the faculty directors are working, I was unable to corroborate the accuracy of their accounts except during through the member-checking process, which is still relying on their subjective interpretations.

Another limitation is the variance of short-term study abroad programs represented in this study, which may have influenced the ways in which the faculty directors responded to interview questions. For example, a faculty director of an intensive six-week language program may place a greater priority on cultural immersion (for example, requiring the student participants to live with host families for the duration of the program) compared with a faculty director of a four-week engineering program abroad that features little, if any, direct interaction between the student participants and the native citizens of the host country.

Other study abroad programs may expose students and the faculty director to a higher threshold of risk depending on the location of the program. For example, the country or region may be currently experiencing political instability or economic duress, or be a developing country with poor road conditions and a high volume of traffic accident, and may impact the nature of the activities that students partake during the program, such as a field trip to a remote village with minimal infrastructure. Although the differences in program types may produce a wide array of responses from faculty directors, I anticipated that there would be a sufficient amount of commonality as well since the dimensions in Goode’s typology are broad enough to be applicable in almost any environmental context. For example, students may engage in behavioral misconduct in any country location; they may

also encounter culture shock on any short-term program, which can exacerbate any pre-existing mental health problems they may have.

Ethical Concerns

In conforming to standard requirements for any research involving human subjects, I made sure to pursue the following approach:

- 1) Completed the Institutional Review Board (IRB) process at North Carolina State University. Submitting an IRB is a mandatory procedure for all dissertations to protect human subjects.
- 2) Provided all participants in my study with the North Carolina State University's *Human Subjects Consent Form*, which comprises part of the IRB (Appendix E). This form spelled out the parameters of my study clearly, delineated the expectations of the interview process (i.e., that there would be audio recordings of each interview and transcriptions derived from the audio file), described the measures that were taken to maintain privacy and confidentiality and reminded the participants that the interview was entirely voluntary and that they could withdraw at any time, for any reason. The potential benefits of this study, such as the possibility of my office using the data from the research to improve training practices for new faculty directors, were also identified in the consent form.
- 3) Using the North Carolina State University's *Human Subjects Consent* form (Appendix E), I requested the written informed consent of all participants in advance after they had had an opportunity to review the information sheet in depth and ask any questions about the nature of my study. Prior to the interview,

the faculty participants were asked to provide their biographical and professional data, citing their professional experiences both teaching and directing (or co-directing) short-term study abroad programs, along with the names of the geographic location for each program they have led abroad (Appendix F).

Through the above efforts, I remained confident that I could maintain the highest ethical standards possible while conducting research for my study.

Chapter Summary

In this study I endeavored to analyze faculty learning in the study abroad context using contemporary theories on cognition that prior studies on faculty directors have neglected to adopt, rendering their findings mostly descriptive. This chapter provided an overview of the research methodology that was used in this study, along with the justification for choosing a basic qualitative research design over other possible approaches in qualitative inquiry. The research sites, population, and sampling procedures were presented and explicated to give the reader a detailed outline of how this research project will unfold. Data collection consisted of individual participant interviews with 16 faculty directors from six institutions of higher education in the southeast, as well as document review of the post-interview reflection questionnaire. After the interviews were completed, and post-interview questionnaires were collected, I was able to analyze my findings using a combination of first- and second-cycle coding practices and analytic memoing to discern any connections between the codes, which then resulted in the development of categories and themes. I also used a software program called ATLAS.ti, as a form of Computer Assisted Qualitative Data Analysis (CAQDAS) to locate patterns between codes and to help organize a large volume of data in a coherent manner, thus enhancing the analysis process overall.

By following Guba's (1981) recommendations for establishing trustworthiness in the study through measures designed to enhance credibility, transferability, dependability, and confirmability, and in acknowledging my subjectivity for this topic due to my professional status as a study abroad administrator, I demonstrated adherence to standard protocols for qualitative research. Lastly, by complying with North Carolina State University's IRB process, I maintained the highest ethical standards for conducting research on human subjects.

CHAPTER FOUR: FINDINGS

The purpose of this study was to examine the learning experiences of faculty directors of short-term study abroad programs. While faculty fulfill a vital role in any university's internationalization efforts (Childress, 2010), especially study abroad programming, there are only a few empirically-grounded studies in the scholarly literature devoted to faculty perspective in study abroad (Goode, 2007; Rasch, 2001; Strang, 2006; Watts, 2015). This study aims to fill in the gap by investigating how faculty are learning about their roles and responsibilities when directing their short-term programs.

To collect data for this study, I interviewed sixteen faculty directors from six different institutions of higher education in the Southeast between January and May 2017, with each interview ranging in length from 60 to 90 minutes. In addition to the individual interviews I conducted with faculty participants, I also distributed a post-interview reflection questionnaire (Appendix D) completed by nine faculty directors.

Table 3

Demographic Breakdown of Faculty Participants

Faculty Participants (pseudonyms)	Study Abroad Program Base (region/country)	Gender	Length of Study Abroad Program (in weeks)	Length of service (consecutive years directing the program through 2017)
Tina	Eastern Europe/ Russia	F	6 (currently; in prior years was 7.5 weeks)	34
Fred	Western Europe/Spain	M	6	9
Sue	Southern Africa	F	4.5	14
Jack	Western Europe/ Greece	M	4.3	17
Laurie	Western Europe/ France	F	6	5
Greg	Western Europe/ Germany	M	6	5
Jill	Western Europe (different countries, including most recently Germany, Czech Republic, Austria)	F	4	7
Victor	Northwestern Africa/ Morocco	M	6	6
Dan	Northeast Asia/ South Korea	M	5	7
Patty	Western Europe/ England	F	6	6
Diane	Western Europe/ Switzerland	F	6	15
Carol	North America/ Canada	F	4	6
Patrick	Central America/ Cuba	M	3	5
Kim	Western Europe/ England	F	4.5	9
Justin	Western Europe/ Switzerland	M	6	15
Eric	Central America/ Guatemala	M	7.5	16

A more detailed composite breakdown of faculty profiles is provided in Appendix G.

Through a qualitative research design, this study addressed the following research questions: 1) What are experienced faculty directors perceiving to be the most important dimensions of their role? and 2) How did they learn about these dimensions? By asking these questions, I was able to discern a comprehensive and nuanced understanding of the roles and responsibilities of this important position, adding to the scholarly literature in the process. The data from the faculty participants in this study may be of value for international educators including university administrators, in particular study abroad office staff that are seeking ideas for training new faculty directors for institutions.

This chapter is divided into two sections. The first section is an examination of Goode's (2007) typology with its four dimensions: "Dean of Students", Logistical, Intercultural, and Academic. A key question in this study was whether Goode's dimensions maintained their relevance when I asked faculty directors to identify the most important responsibilities of their role. The second section is an analysis of whether Anne Neumann's five learning propositions (2009), which constitute the conceptual framework for this study, added insight into the learning process for faculty directors, including the contextual factors in the study abroad environment.

Findings Applied to Goode's Dimensions

Each of the following subsections examines my results as applied to a specific dimension from Goode's (2007) typology. Table 4 below displays Goode's typology with the original dimensions and responsibilities) represented by columns A and B respectively and two new columns added: key findings that reflect faculty consensus in particular aspects of the original dimensions in Goode's typology (column C) as well as examples of certain areas where faculty data demonstrated different approaches and perspectives, though still

adhering to the responsibilities within the four dimensions (column D). This last column allows for a more nuanced understanding of the unique and subjective ways in which faculty directors handle the duties inherent in the director position, as outlined in Goode's typology.

“Dean of Students” Dimension

The first dimension in Goode's typology, “Dean of Students,” involves the myriad of responsibilities to which faculty directors must attend when leading a cohort of undergraduate students abroad, such as student mental and physical health, alcohol use, group dynamics, and other aspects that relate to students' social lives. These responsibilities are typically provided by student affairs offices at any university. It became quite evident from the data gathered in this study that faculty directors place student health and safety as their top priority. As Kim indicated, “The main thing that I'm always, always never quite all the way asleep, you know, like a new parent, is the health and safety of each of student. That has to be first and foremost on any director's mind.”

Student safety. Sue offered her perspective on student safety, saying “So that is, I think my biggest challenge, keeping them [students] safe but at the same time allowing them to experience emotions that are critical.” The perceived threats as expressed by the directors were rarely country specific, with a notable exception: Sue, who directs a summer program in southern Africa described the risk posed by wildlife in the game parks that students visit. More typically were faculty directors' worries related to incidents such as mugging and pickpocketing in urban areas, especially airports, subways, and popular tourist locales. Patty reminds her students prior to the start of the program that in London where her program is based, one of the most common problem is petty crime: “Everybody loses – everybody gets their cellphone nicked all the time”.

Table 4

Findings Applied to Goode's Dimensions

Faculty Director Dimension (A)	Responsibilities (B)	Key Findings Reflecting Faculty Consensus (C)	Key Findings Reflecting Faculty Variance in Perspective and Performance of Duties (D)
"Dean of Students" dimension	Student social life, student group dynamics, student mental health, student physical health, student safety, and student alcohol use.	Faculty concerns regarding: <ul style="list-style-type: none"> • Behavioral issues • Student physical health/safety (alcohol use and abuse; sexual harassment/assault) • Mental health issues/problems 	<ul style="list-style-type: none"> • Faculty experience in handling group dynamics • Faculty director approaches to handling individual-level student problems • Directors' experience handling student crises on program • Faculty understanding of student culture
Logistical dimension	Program logistics, scheduling, administration, staff management, and budgeting.	Administrative challenges including: <ul style="list-style-type: none"> • Budget management • Supervising onsite staff • Scheduling classes and activities in-country at an appropriate pace for the students 	<ul style="list-style-type: none"> • Faculty director's perceptions of support received from their home institution's study abroad office before, during and after the program
Intercultural dimension	Familiarity with the study abroad program sites ahead of time, and intellectual insights about the culture of the sites to share with students	<ul style="list-style-type: none"> • Directors' having prior work and travel experience in the host country • Demonstrating in-depth knowledge of the host country • Stated desire to connect students' cultural observations (especially during field trips) with the academic content 	<ul style="list-style-type: none"> • The degree by which cultural immersion for the students was prioritized by the faculty director
Academic dimension	Curriculum development, teaching, grading, and academic mentoring.	<ul style="list-style-type: none"> • Emphasizing the importance of maintaining high level of academic rigor for credit-bearing short-term programs 	<ul style="list-style-type: none"> • Pedagogical approaches • Application of experiential education practices • Degree of mentoring provided by faculty director to students

In discussing safety concerns on an individual level, several faculty directors noted that student behavior, and the tendency of some undergraduates to exercise poor judgement abroad, was tantamount to their concern over the risk of street crime in the host country. A few participants in the study linked safety directly with student behavior, as one director, Jack, remarked, “So I’m actually more worried that the students themselves do things which could jeopardize them.” Eric also shared this belief based on his observations, saying “Students in the field often make poor choices about things.” Another faculty respondent, Victor, who himself is a non-US citizen, characterized his concerns from a cultural standpoint:

But what happens is based on my experience with Americans, I ran I think about 14 or 15 international programs so far, Americans are risk takers, so over time I know that, so over time I just don’t trust students to—it’s not about trust based on moral—but it’s just American students, they’re risk takers.

Not surprisingly, faculty concerns about alcohol usage impairing students’ safety also emerged, with Greg offering his recollection of a particularly frightening episode:

On the medical front, we had one student who got lost for the night essentially - he found us again the next day, and he had probably a drinking thing, collapsed...in one of the pubs.

Jack observed how powerful the peer pressure could be on students to drink overseas, mirroring behavioral patterns for many students on the home campus. Describing peer pressure, he explains, “So, I didn’t realize this at first, but when I started to do the program I [then] realized how powerful it [peer pressure among students] was and I also realized how damaging it will be to this program.” In order to thwart binge drinking among students, Jack

adopted more stringent regulations, including disallowing any drinking games where alcohol was either the reward or penalty. Another faculty director, Diane, conveyed the challenge of ensuring that students who chose to drink did so in a responsible fashion: “I don’t think you can get them to stop drinking frankly, but you can try to get them to moderate.” Encouraging students to use moderation when drinking was an approach shared by a majority of directors who operate in countries where the legal drinking age in the host country is lower than in the U.S. In other situations where the risk is higher for students to drink due to specific hazards in the host country, faculty directors often enforced stricter controls on the students. Tina underscored the need for being vigilant to ensure students were not drinking while on her summer program in Russia since they could quickly become victims of crime.

A specific safety concern that was only briefly addressed by a few faculty participants was sexual assault. One faculty director, Patty, showed an awareness of how vulnerable female students may be when outnumbered by male students:

We’ve never had any issues with, as far as I know, with perceived inappropriate relationships between any of the students, you know, there’s a bit of a cultural focus in the U.S. at the moment on sexual assault. We’ve never experienced anything like that. But it’s always... in the back of my mind, particularly when typically we have a lot fewer women than men. And so as a woman, I will check in with them occasionally and make sure that everything is going well.

Victor, who directs a summer program in Morocco, emphasized the potential for cultural differences in women’s legal protections to lead to major risks for female students who decide to engage in sexual activity with male citizens from Morocco:

I always tell students about what to expect in Arab society in particular, Muslim society in general..., which means if you [female student] visit a male at night in their private space, there's no legal recourse for you [female student] to make any claim [if a male citizen of Morocco initiates unwanted sexual behavior].

Eric recounted a highly disturbing scenario from years ago when a female student on the program accused a male student of sexual assault shortly before the study abroad program began; an allegation that the male student denied (the male student claimed that their prior encounter was consensual). This led to major disruption in the cohort as students chose sides depending on whose account they believed. Eric had to consult frequently with the Office of Student Conduct at his home institution to determine the best way forward. In the end, the two students were permitted to stay on the program (the male student was not considered guilty to warrant his expulsion) but were separated and kept at a distance from each other for the remainder of the program. In the meantime, Eric handled the complex group dynamics by discouraging any gossiping among the group and keeping all of the students focused on programmatic activities as well as their individual projects.

In contrast to universal concerns among the faculty directors about student safety on an individual level, only a few faculty directors shared any serious concerns about group-level emergencies resulting from phenomena such as natural disasters or terrorist activity. One faculty director, Patty, articulated the protocols in place for her program, which have been heightened in recent years following terrorist attacks in her host country. She emphasized the need for constant communication capabilities with the students, a point she reinforced in her pre-departure orientation with the students. Kim spoke about how these concerns have influenced her messaging to students and parents:

Study abroad, I don't think it should give you a reason for hiding underneath your bed. But it's [the threat of terrorism] changing the face of study abroad. It has to. And so as I tell students and parents, I can't guarantee your safety on this campus. I mean, I can't. I can do everything in my power to try to keep you safe and help you to make good choices and that sort of thing...But the bottom line is I cannot guarantee it.

These responses from faculty on student safety and security issues revealed a consistent concern from the directors, especially as it relates to student behavior and the potential for students to exercise poor judgement, often as a result of excessive alcohol consumption, leading to greater risk taking. Less evident were faculty participants' concerns about students' sexual wellbeing, with little mention of the risk of sexual assault in-country. Also, the majority of faculty participants did not raise group-level security concerns even in program locations that have recently been impacted by global terrorism.

Student health. In addition to faculty directors' concerns about student safety, a recurring theme that surfaced among all participants was centered on student health issues, both physical and mental. While faculty directors expressed familiarity with responding to students' physical health problems, such as common gastrointestinal conditions or viral infections, about one third of the faculty participants noted an increase in students exhibiting mental health problems, particularly anxiety and depression. As Tina expressed, "I am seeing things that are not typical. Well, so more and more students are depressed, more and more students are anxious, more and more students are on medication." Echoing a similar observation, Eric discussed how prevalent mental problems had become. He noted an increase in the, "number of students taking anti-depressants and/or ADHD and other kind of things or who have been treated for some kind of depression." Fred, another veteran director

of a summer language program in Western Europe, commented on witnessing increased cases of students presenting mental health problems on his program in Spain. He offered a possible rationale for why this trend may be happening:

But these [mental health cases] are becoming increasingly frequent. I mean with our students being type A personalities, they are under such enormous pressure and they somehow need to have this feeling of being in control of everything or being safe, by safe, I mean, to know what to expect... but coming to a program like ours is precisely the opposite of that.

In several instances, students who struggled with more severe mental health problems had to return home when it became clear that they would not be able to cope with the rigors of their study abroad program. As Justin, a faculty director with 15 years of experience leading a program in Western Europe, remarked, “I think on two occasions students have left the program because of depression or other psychological issues.” Another director, Kim, described a more unusual case of a student with Obsessive Compulsive Disorder (OCD):

My very first summer when I taught abroad, one of our students who was one of my Theater majors, was severely OCD, but she hid it so well. She ended up having to come home [early]... any kind of physical or mental health issues are exacerbated abroad, they are not cured.

Although such cases of students returning home early due to mental health distress were uncommon, it was evident that the faculty participants in this study shared similar concerns about their students’ psychological states while abroad, despite their differing levels of experience in handling students in distress.

The “Dean of Students” dimension comprises individual-level student health and safety issues as described above, along with program-level responsibilities, such as group dynamics, as the following section will discuss.

Group dynamics. Responses from faculty directors on the latter part of the question: “What advice would you wish to show the new faculty directors about establishing positive rapport with students individually *and as a group*?” evoked varying replies, ranging from one director describing his proactive approach for applying strategies designed to minimize the risk of cliques, to other faculty directors displaying minimal concern about group dynamics. With regard to the former approach, Jack shared his philosophy in ensuring that his cohort of students (which typically ranges in size from 24 to 26 students) was cohesive: “But among the students, for me, the most important thing is to have a single community as opposed to a bunch of subcommunities.” Accordingly, he developed a comprehensive rooming strategy for when students are staying in different hotels throughout his four-week summer program:

And there’s a rooming schedule that the students don’t know anything about. They don’t know what it is in advance, so they can’t game it. It’s actually an algorithm, but the students can’t figure it out. So, that means that they don’t know then who their roommate is going to be.

Fred explained his perspective on the importance of establishing a healthy group dynamic from the first day of the program, in a way that can become self-perpetuating:

It’s partially true that the group is just a sum of the individualities, right, because the group it has its own character, and it develops throughout time. So for me, it’s very important from the beginning to start doing group dynamics, like the very first day, they come, for instance, tomorrow we’re starting, we have our orientation, I get them,

of course, to introduce themselves to us... I mean, try to mix them as much as possible, try to have them interact with people they don't know so that they, you know, they start pretty much doing it on their own.

Laurie shared her thoughts on maintaining a tight-knit group where no student is left out:

And so it's important also for the director to make sure that the group has cohesion and that you don't have a student set aside, which was the case, for example, last year. And it's difficult because it can be a personality thing, right? Some students isolate themselves...it is not the group that rejects them.

Sue offered a specific case of a student self-isolating and how she addressed the problem on her program:

Yeah, I had a student later who kind of isolated himself because he got super homesick, and he just wanted to stay in bed all day. And I just went and I said "No. Your parents are not sending you here to lie in bed all day long, you are here for the experience, get up and get dressed."

On the other end of the spectrum were faculty directors, such as Eric, who focused much more on the individual student than the group:

Another thing I am telling them that the program is geared towards the individual, not towards the group, so each individual person is their own individual and like the rabbit and the tortoise story, each person progresses along -- at a different pace. And I tell them (students] that "the most important product is you, it is not the paper, not the project that you do, but it's you. You are the product that I want to produce-- someone that knows how to do fieldwork and feels comfortable about doing that. Doing the project is merely the technique, the means by which you get to that point'.

Similarly, Greg articulated his approach, which was to get to know students in smaller groups or pairs as a way to build trust:

In the beginning, tell them that you will be accessible. But quite frankly everybody says that. And if I was a student I wouldn't be sure if they [the faculty director] meant it. So I think it's important to follow that up by talking in smaller groups with them, and I firmly believe that that is most easily done over breakfast or dinner or lunch. But, Greg also acknowledged the complexity he encountered navigating the group dynamics for his program, which averages 30 students each year, saying “Yeah, it's a big group. There's bound to be stuff. And not all of it comes to the surface. So if they have issues they don't necessarily tell me unless it's completely out of proportion already.”

Other directors, such as Patty, have reaffirmed the importance of engaging with students both inside and outside of class to create a positive group dynamic, but when asked about how she would handle any tensions within the group, Patty admitted that she never had to contend with that problem: “We have been incredibly fortunate in that actually, I don't think there's ever been an experience where we've had tension within the group.” A similar reaction was expressed by a different faculty director, Jill, who could only come up with one minor example of tensions between two roommates related to their differing sleeping habits.

This section of findings highlighted the “Dean of Students” dimension, which encompassed individual-level student health and safety concerns across the spectrum (from commonly cited mental health problems as well as behavioral issues, particularly with alcohol consumption during the program), as well as program-level concerns, such as group dynamics. Only a few faculty participants touched on security concerns at the program-level; similarly, the topic of group dynamics in general was addressed on the surface level by

faculty participants who tended to focus more closely on building relationships with individual students as opposed to applying any comprehensive strategies for maintaining positive group dynamics.

Logistics Dimension

The logistics dimension in Goode's typology centered on program logistics, scheduling, administration, staff management, and budgeting. All faculty directors in this study described the significant workload in administering a short-term study abroad program, including budget management (working with foreign currency and reconciling expenses), supervising onsite staff, and scheduling classes and activities in-country that would fulfill the academic objectives of the program and be feasible within the timeframe of the short-term program.

Depending on the depth of staff support in country and willingness and/or budgetary ability to use service providers, the extent to which faculty directors assumed responsibility for logistical preparation varied widely. As a way of saving money or maintaining their professional network overseas, several faculty directors assumed the logistical preparation themselves, including organizing housing arrangements for students despite the extra work they incurred during the academic year. As an example, Dan described the workload involved:

I think the worst part, you know, the most challenging aspect to running study abroad programs is the time it consumes on the front end. Almost a year of preparation. And it includes just consistently be on top of aspects of the program, especially because I don't have a third-party provider. So, I think the obvious challenge is the time that it

consumes beyond the five weeks of travel; it is actually quite astonishing when you look at it.

Carol indicated her personal preference for taking on all of the additional logistical responsibilities when she created her program seven years ago:

And that was the most time consuming probably of all of it, you know, really setting it up. I haven't changed it a lot because it was a year really getting it [right], making sure it's really where I wanted to be.... But that's just kind of how I prefer to work.

Other faculty directors, such as Laurie, preferred using service providers for a variety of functions, including homestay placements and field trips. As Laurie explained:

So they [service provider in country] provide us with classrooms. They provide us with logistical support for getting around Paris. So for example, students get a subway pass... they [service provider in country] provide the host families and a tour guide, so with any administrative hurdles, they really help us with that in Paris.

Jill's experience in working with the same tour guide for the past five years was also positive from the start, including mention of the guide's impact as a storyteller on the students:

He [the in-country tour guide] makes the course for the students, he is fun, you know he is intelligent, he just brings all the stories to life. And if the groups don't have that advantage, at least having a tour company maybe that knows the course I think would be important as well. But if I had to do all of that organization ahead of time and then also you know guide when we are in-country, I think it could be exhausting.

Although Laurie and Jill shared their satisfaction with their longstanding local service providers, other faculty directors have had mixed experiences. For example, Jack depends on

local service providers to arrange tours and hotel bookings during his four-week program, but issued the following complaint from his experience in past years witnessing unethical business practices with prior service providers: “These in-country places, you know, they just have a completely different way of doing business, [that] for us, we would regard as borderline dishonest.” He eventually secured the services of a local firm managed by a licensed tour guide that provided a more transparent billing process that enabled Jack to better manage his program budget. These experiences underscore the challenges that some faculty directors may encounter with service providers that may engage in improper business practices, especially in countries that operate with looser oversight on these organizations.

Regardless of whether faculty directors use a service provider or handle logistics on their own while their short-term study abroad program is underway, they all receive some level of assistance from the study abroad office at their home institution especially when preparing for the start of the program. The administrative support provided by the study abroad office and consequent faculty reactions are described in the next section.

Shared responsibilities (faculty directors and study abroad office). When explaining the ways in which their programmatic and administrative responsibilities intersected with their home universities’ study abroad office, a majority of the faculty participants brought up crisis management, budget setting as well as admissions and enrollment management with notable differences in how the faculty respondents felt about their home institutions’ policies and procedures, occasionally characterized as ‘bureaucratic’.

Crisis management. Several faculty directors expressed their appreciation for the level of emergency support provided by their home institutions’ study abroad office to help mitigate any real or perceived crisis. For example, Greg commented on the emergency

support he received for his program in Europe: “They [his home institution’s study abroad office] are here as a resource, 24/7 really. If anything goes wrong, students get lost or have a medical emergency, if there was ever a police incident, as far as anything else.” Fred appeared grateful for the support he knows is available from the study abroad office on campus to help him address an emergency situation, but also expressed his appreciation for the autonomy he was given to run his summer program in Spain.

Eric also demonstrated his appreciation for the support from his home institution’s study abroad office:

So, I think that the study abroad office is very helpful. They handle all of the applications now, any reference letters and stuff like that. They help me with the budget and they are a lifeline in case some emergency arises.

Jack expressed the opinion that while his study abroad office has been helpful in assisting him during times of crisis with his program, he also made it clear that in the end, he would not compromise his autonomy as a faculty director to make executive decisions in real time:

And if I decide that something is threatening the program, then I am not going to wait for permission [from the study abroad office], right? I understand if someone says, well, you know, this can happen and I take that into account. For example, if they recommend that I talk to university counsel to find out the ramifications are, then I’d do that. But from my point of view, it’s really important I have the autonomy because this is happening live.

Another joint area of responsibility is budget management, and faculty participants expressed mixed opinions on whether they felt this collaboration was effective.

Budget management. In terms of budget collaboration, responses were often straightforward, such as Patrick's commentary: "Their responsibility, you know, for budget is to, you know, approve budgets, revise budgets, assist us with budgets and so forth and so on." This was echoed by Laurie who works at a different institution but shared similar thoughts.

So, we start working on the program budget in the fall. And I think it is very good to be able to do it right –in the fall when I come back, we usually talk about how the program went. I have to write a report. And right after that, we look at the budget for the next year. And it's pretty good because that is the time where we had tried to see, oh this worked, this didn't work, and how we can tweak things, where we would like to improve or introduce.

Sue raised the issue of her business office establishing a certain degree of financial parity between programs:

They [her home institution's study abroad office] have now taken over the budget, I handle my budget, but all the money – the money filters through the study abroad office and so all the accounting goes to them at the end of the trip...and I think it's wise is so that we have had a lot of independent study abroad programs, both semester and summer, and each little program had its own pool or own reserve monies and some programs were very, very rich and others were not. And so what they have done is they are pooling all of this money so that everybody can benefit from it.

Not all participants had positive feelings on their home institution's business office, as Carol explained:

It's just a pain in the ass to keep up with the Box [an electronic filing system for organizing receipts] and the receipts and the constant 'did you turn this in-- we're going to hold your [corporate] procurement card if you don't get this stuff in by Friday' and you are like 'c'mon it's Thursday at noon'.

A veteran director, Tina, when discussing budgetary constraints in running her current summer program, painted a stark contrast between how much easier it was in earlier years to be flexible with spending:

And all of this was done because the [study abroad] office was interested in doing new kinds of things and being creative, and we had more financial flexibility. It was all easy. And over the years, everything has become computerized, net-based and there are more and more rules, and there's more and more paperwork and it's - And there are more and more of you [study abroad administrators], right? The office has grown dramatically.

Eric drew a similar picture of the evolving relationship he had with the study abroad office at his institution as it underwent significant growth in personnel:

Well, when I first started, there were only two people in the study abroad office, and I did all of the paperwork getting the applications together and everything else like that.

So gradually over time the study abroad role has increased enormously...

Eric then disclosed his feelings about losing autonomy in decision-making as the study abroad office expanded over the years and began exerting control over his summer program.

One thing that kind of bothered me was when the study abroad office said that I was working for them. I see myself more as an independent contractor where they [the study abroad office staff] are helping me do my job, but they had reversed that in

which they had all these [study abroad] programs and they were hiring the professors and the professors were doing their programs.

Gradually a sense of equilibrium was restored based on mutual trust:

But I think today there is no problem. They've got some really great people in the [study abroad] office and they are really confident in my work. And if there is an emergency or things, they often have said they have no worries about me because they know that I can handle it.

Applications, admissions and enrollment management. Most of the directors interviewed in this study acknowledged the joint responsibilities they had with their study abroad office with a typical response such as Dan's, describing how his institution's study abroad office helps manage the application process, but leaves the admissions decision to the director:

They do, they manage, luckily the office of education abroad here manages that and then I just go on and look at the applications online and then I review, and then I accept or reject.

Kim also reflected on the division of labor between her and the study abroad office with regard to shared duties in application processing and student recruitment:

But yes, they [study abroad office staff] are the ones that I guess decide on the application process and then let the directors vet, you know, once they have done that. The International Programs Office does study abroad fairs at the beginning of the year and then again, the start of the second semester, so they help us with recruiting, which is wonderful since, you know, faculty are so busy. And also, it's good for them because then the onus doesn't just fall on their office to make every program work.

Findings in this study showed that faculty directors appreciated the support they received from their study abroad office in managing the application process, especially admissions decisions. Only in one case did a director (Patrick) complain about the study abroad office interfering with his authority to select his student cohort, when he introduced a new requirement for student applicants: an online cultural aptitude questionnaire. The study abroad office at his home institution was concerned that he would rely too heavily on this new assessment metric and would not remain objective in his admissions decisions. This change was viewed by the study abroad office as a possible impediment to the office's mission by restricting student's opportunities to apply to a given program though Patrick clearly viewed their perspective as a challenge to his control over the admissions process:

And so I have a whole, you know, ranking system basically. And their thought was that because some student, you know, scored poorly on a cultural assessment that I was going to reject them, no. And then I said, I'm telling you right now, I'm not going to make any admission or rejection on this [cultural aptitude assessment] alone.

Although many of the faculty participants expressed their satisfaction with the support they received from their study abroad office in areas where their work intersected, it is worth addressing the tensions that may emerge between faculty directors and study abroad administrators when experienced program directors believe that their authority has been undermined. This was evident in the examples noted above: Jack asserting his need for autonomy to resolve any program emergencies in real time, to Carol expressing frustration with the business office's strict policies on procurement card reconciliation to Eric voicing a complaint about losing his 'independent contractor' status, and lastly, to Patrick's reaction when the study abroad office challenged the new assessment tool (cultural aptitude quiz) he

had implemented in the application process for his summer program. The working relationship between faculty directors and study abroad offices will continue to be of importance as study abroad offices expand their staff size to accommodate the growing number of faculty-led short term programs in their portfolios. Study abroad administrators will remain concerned with liability issues related to student health and safety, while it stands to reason that veteran faculty will continue to safeguard their autonomy and freedom to operate delivery of their program.

On-site staff supervision. The responsibility of supervising on-site program support staff also falls in the category of logistics. Some of the faculty respondents in this study indicated a preference for working with minimal staff support onsite to allow for flexibility and autonomy when the program is running. Carol, who manages a smaller program (averaging five to ten students per year) and is accustomed to having full control, serves as an example as she relayed her reaction to the study abroad office mandating that she employ a teaching assistant (TA):

I do have a TA. Which was mandated three years ago, which has been a whole other thing [perceived obstacle]. I have to find a TA, hire a TA, manage a TA. So, you know, do we need a TA with eight students? No, but I guess risk [safety concerns warrant the additional support staff]... In case something happens, she [the TA] can step in.

Greg described his approach to running the program without having any support staff, such as a TA:

No. I don't have a TA equivalent. I try to make myself available. I try to go out to dinner with different groups of students to hear about it [any problems]. And I ask

them, “is there anything I ought to know?” and I promise to not name any names, -
and that's what I try to do.

This decision to operate without support staff enabled Greg to run his summer program more smoothly without being tethered to any burdensome administrative process, as he pointed out in his post-interview reflection questionnaire:

No matter how small the students' 'deviant' (as in straying from the outlined path) behavior is, it gets reported and then there is an administrative action, and documentation. Everyone along the administrative chain feels they have to chime in and add a little comment and correct whatever has been decided earlier, simply because they want to cover their backside and show how vigilant they are. Faculty are used to handling issues, and that should be the end of it unless the director's efforts did not work [to resolve the problem].

For Laurie, onsite supervision was a considerable challenge at times, especially when working with a higher ranked professor from her home institution who served as an instructor for the second course on Laurie's summer program:

But in a university, you know, you have egos sometimes [laughing]. And it is hard to ask someone to perform a task. And if they don't perform the task that there should be consequences, right? Because usually, when I give orders, it is not to my superiors, right?

She acknowledged that it was easier for her to establish a team environment with her students than with her own faculty colleague in this particular context.

Overall, logistical responsibilities are viewed by faculty participants as an often tiresome, but necessary function of being a director of a short-term study abroad program.

Faculty perceptions of logistical support from the study abroad office spanned the spectrum, with a majority of faculty participants showing appreciation for the administrative assistance they received from the study abroad staff while a few faculty participants expressed their discontent, on areas ranging from admissions to program budgeting (for example, several faculty complained about increased financial regulations on budgetary spending to admissions). In these instances, faculty directors revealed their concern over a perceived loss of flexibility in managing their programs. The next dimension, intercultural, provided the directors with more autonomy in how they chose to integrate their students to the host country.

Intercultural Dimension

In Goode's typology, the intercultural dimension was reflected in two ways: a) when faculty directors exhibited familiarity with the host country site for their program through prior travel, work, or research experience in the host country, and b) the ability of faculty directors to offer intellectual insights about the cultural aspects of these sites with students. This dimension was evident in the data, especially when the faculty participants elaborated on the cultural attractions in their host country location. Since each participant in the study had spent four or more years leading their programs from their respective locales, their expertise was readily apparent; for example, they took pride in designing field trips that would expose students to other aspects of the host country, beyond the well-worn tourist pathways. Laurie communicated her desire to organize field trips outside of the program base (Paris), especially in smaller cities and towns to provide students with a unique blend of cultural experiences:

So, we have fieldtrips – in Paris – almost every other day together. But we also do an overnight stay in the south of France. Actually, it is a three-day excursion in the city called Avignon. It is a good way for us to show the students contrast, not only in architecture, but also the pace of life. So, we go visit some villages.

Another director, Patrick, organizes a special field trip each year to the city of Trinidad, in order to let students experience an authentic historical landmark:

Yeah, Trinidad is about four-and-a-half-hour drive from Havana and it is a UNESCO World Heritage site and absolutely a spectacular town. The old part of town has been very correctly and meticulously restored. And so you really get a feel for what a real coffee and sugar producing town looked like in the mid or late 1700s.

There was also a noticeable intent among the faculty directors to connect the field trips with the academic content of the program, as Greg attested:

And primarily they [the students] are there to learn. It's not a fun trip; it's supposed to be a learning trip. And in addition to the learning outcome of the course, they have the learning outcome of the study abroad program. The responsibility is to make sure that they get exposed to whatever cultural goals we have. So in my case for this class, the goal is to see the cultural sites and ask questions about them, see the corporate sites, and try to see if that is different from what it would be in the States.

Dan presented a strategic outlook as well in connecting his program's site visits directly to his curriculum:

And so it's not just booking this and that and setting up a good sort of guided tour. Instead what's really important in this, is that the itinerary, the travel, and the schedule of the program should tie directly to the pedagogy of the courses.

Although the faculty directors demonstrated significant knowledge of their respective host countries, the degree to which they prioritized cultural immersion to the students differed greatly due to the overall objectives of their program and sundry realities such as budgetary limitations and other considerations. Fred, whose faculty appointment is with the Romance Studies department, portrayed the importance of cultural immersion through the homestay experience on his language program:

I would say we really tried to pay a lot of attention to the student and their homestay relationship. We tried to make it work as nicely as possible because it's a key feature. It makes such a difference in their immersion process if they have a good relationship with their family, if they really expose themselves to the life with their families. I mean, it's how I see them as cultural ambassadors or translators for students.

This level of cultural immersion contrasts sharply with a different summer program that focuses on global finance within the UK that features courses taught in English and student housing in a university residence hall. When asked "What kind of field trips do you normally schedule on the program, especially any overnight trips? And if you can explain why you selected those sites?" Patty, whose departmental affiliation is Economics, answered as follows: "We don't do any organized overnight trips. Students, obviously, on weekends travel a lot, but this is not part of the program". In terms of organized trips, Patty explained that they organized two types of trips:

One, we will do several afternoon visits to financial firms in London, where the students will get some combination of a lecture or a panel with professionals working in those businesses. We might take a look around a trading floor and see how trading floors work.

The other type of trip was much more informal according to Patty:

And then informally [for the other type of field trip], both Mike (the co-director) and I will do fun field trips. So my fun field trip that I've done every year is to take the students up to Oxford on the train on a day when we don't have class. It's optional, but typically 11 to 15 of the students will come.

Note that both types of field trips were not deeply immersive; the scheduled visits to England's financial firms provides pre-professional exposure for students interested in global markets from the European perspective, but that is not the same as students engaging in meaningful relationships with host family members or members of the host community in general. Likewise, the 'fun' field trips on Patty's program were meant for students to get a quick taste of popular tourist destinations, such as Oxford, but not in a way for students to more fully delve into the host country culture for a more nuanced perspective.

As the remarks from faculty participants indicated, the intercultural dimension was a relevant theme for all faculty participants in the study, though the degree to which students were provided with opportunities to immerse themselves in the local culture varied widely. In some cases, as demonstrated by Fred, cultural immersion was prioritized as a critical program objective (such as through short-term intensive language programs that feature students living with host families). On the other end of the spectrum were programs such as Patty's that suggest a different approach to intercultural learning with opportunities for students to tour popular cultural sites, but with fewer opportunities for direct engagement with local citizens from the host country.

All faculty directors displayed a thorough understanding of their host country (or countries), with most directors citing their prior experiences living, working or studying in

the host country as the impetus for eventually leading a short-term study abroad program at that international location. In the case of four directors who are native citizens of the host country, their primary motivation for introducing students to their country through the study abroad program appeared to take on a more personal meaning. Fred was the most obvious example:

So when they offered me to come to Spain, which is my home country to direct a program, I was immediately excited about, you know, just adding my general knowledge of the country and of the culture and offering that to our students.

Greg also expressed his enjoyment of sharing his home country with students through the short-term program he leads in Germany as well as the benefits of professional networking:

It gives me an opportunity to share about, in my case, my home country. And I enjoy that. So there are some benefits from that perspective. From a travel perspective, it gives me a reason and the funding to get to Germany. And I try to have a week before my program starts, where I can visit with another university or college just to try to either revamp or reinvigorate some contacts.

The next dimension, Academic, is of equal import to the intercultural dimension in defining the core of any credit-bearing study abroad program and will be further analyzed in the next section.

Academic Dimension

The fourth dimension in Goode's typology, the academic dimension, encompasses teaching, curriculum development, grading, and academic mentoring. Goode noted that the faculty directors in his study (2007) "spent limited time discussing the academic dimension

of the role and pointed out that this dimension most closely resembled their on-campus responsibilities, with one FD [faculty director] referring to it as the ‘traditional academic function’” (p. 156). In my study, faculty participants were universally insistent on their programs achieving a high level of academic rigor commensurate with the educational standards on campus at their home institution. Eric makes this clear: “You know, there is all the pedagogical requirements of making sure that it’s a rigorous, rigorously high standard educational experience.”

The faculty participants were more divided on the question of whether their pedagogical responsibilities abroad were similar or different when they were on-campus or abroad on their short-term program. Carol shared her perspective on the similarities between teaching at home and overseas:

I don’t find the teaching to be that different. I’m very close to my students here. We spend a lot of time together. I don’t walk in, teach, and leave. That’s just not my mantra. So that doesn’t feel terribly different, except that I am spending a lot more time with students, so that’s fantastic, you know?

The last part of Carol’s statement echoes a similar refrain from other directors, such as Jill, who described the intense nature of her experience with students on her program abroad:

I mean being a role model- I think that’s the same on-campus and off, teaching is different just because of the different disciplines and the travel piece of it versus on-campus... But I guess the relationship with the students becomes much different because we are spending 12-hour days with them.

Patty reinforced this notion of deeper engagements with students abroad on her summer program as a natural consequence:

I think for teaching on a study abroad program requires a different and much greater level of engagement with the individual students both inside and outside of the classroom. So while on campus, I will get to know several students in several classes what I think of as quite well and spend time with them individually outside of the classroom, with the study abroad program, that's not an "it might happen", that's an "it will happen".

A more detailed comparison of faculty portrayals of their teaching responsibilities on campus versus abroad is included in Table 8.

Beyond the stronger relationships they formed with students on their short-term study abroad programs, faculty directors expressed other differences as well within the academic dimension. One director, Eric, contributed his opinion on the importance of fostering a collaborative academic environment on his program in Central America in contrast to the more competitive learning environment on campus:

You know it's an academic program, and so they have frequent papers to write and they are constantly having their ideas examined. They have to talk to other students about what they are experiencing and what they are learning and the strategies that they are taking. And so the faculty advisor has to be able to figure out how to manage that appropriately, so that it's a situation where students are helping each other rather than competing.

Goode's study (2007) also presented the role of mentoring by faculty directors, though this did not emerge with any frequency during the study, with the exception of a few

faculty who used the term when attempting to define the multifaceted nature of the director position. Patty asserted that: “You become advisor/mentor/guide, and you need to be emotionally up for this challenge”. Sue conveyed the transformative impact of mentoring while leading her program in southern Africa:

You can see how much mentoring and really exposing students to challenges, how that shapes who the students become. And so it’s very rewarding to see the changes that occur from beginning to when they do their last reflective piece coming back from the trip.

In the next chapter, I will address possible reasons why the role of mentoring did not emerge in the findings for this study.

Summary of Findings Applied to Goode’s Typology

Through first and second cycle coding of transcripts from faculty interviews and written comments in their post-interview reflection questionnaire, the four dimensions in Goode’s typology (“Dean of Students”, logistics, intercultural, and academics) were thoroughly analyzed to determine if they remained useful in describing the faculty director’s roles and responsibilities. The findings as summarized in Table 4 aligned with each dimension to some extent, though occasional areas of divergence emerged, which will be examined in more detail in Chapter 5. In the next chapter, I will also explore other faculty director responsibilities that were not explicit in Goode’s typology, but which materialized during the data analysis of this study.

From an organizational standpoint, Goode’s typology provides a simple analytical framework from which to delineate the basic contours of the position of director. This can be considered an extrinsic, or ‘outside-in’ perspective on the various duties performed by

faculty directors of short-term study abroad programs. For a more incisive vantage point of the ways in which faculty are learning the complex tasks associated with leading a short-term program abroad, I turn to a conceptual framework that takes another perspective: Neumann's study on scholarly learning of faculty that offers an intrinsic, or 'inside-out' viewpoint through her five learning propositions.

Findings Applied to Neumann's Five Learning Propositions

Neumann's (2009) study introduced five learning propositions for faculty members within a home campus setting: 1) Professors' learning as part of professors' work; 2) Learning as someone learning something; 3) Professors' scholarly learning;; 4) Professors' scholarly learning as personal and emotional experience, often part of their life story; and 5) Contexts, in part, as the contents of learning. These five learning propositions, explained in greater detail in the following section, form the conceptual framework for this study on faculty directors of short-term study abroad programs and their learning experiences. Table 5 presents the learning propositions and the primary determinants used in this study.

Table 5

Neumann's Five Learning Propositions and Their Major Determinants

Neumann's five learning propositions	Key determinants
1) Professors' learning as part of professors' work	Involves faculty directors learning the tricks of their trade either intentionally (through training from the study abroad office for example) or by developing their skills and building their knowledge base incidentally over time.
2) Learning as someone learning something	Focuses on the individual learner and his motivations for becoming a director of a short-term program. Also relates to the director's prior learning and the extent to which any previous living and working experience in the host country may have helped the director adjust to his roles and responsibilities abroad.
3) Professors' scholarly learning	Connects to what faculty are learning about their own disciplinary subject when they teach abroad as well as any adaptations they may be making to the curriculum and to their pedagogical approach abroad as a result of their scholarly learning

Table 5 (continued).

4) Professors' scholarly learning as personal and emotional experiences	Relates to the degree to which directing an education abroad program may hold deep, personal meaning for faculty directors that keeps them motivated to continue this type of work for the university on a long-term basis (this is not just 'a job' to do).
5) Contexts, in part, as the contents of learning	Centers on context and how this may be framing the faculty director's learning on site, based on situated learning concepts. In this study, the program base (host country location) serves as one criteria for understanding context on a short-term study abroad program. The second criteria used in this study for understanding context are the community of students on the program and the ways in which faculty directors may be learning from students

Proposition One: Professors' Learning as Part of Professors' Work

As Neumann argued, the first learning proposition involves the way in which learning and work are entwined: one may shape the other. Whether through intentional or incidental means, faculty learn new ways of conducting their work, as represented by their teaching, research and service. According to Neumann (2009), Professors achieve these changes in their cognition in personal and interactive ways through shared collaboration. "Professors' work and learning are thus entwined: one may shape the other" (Neumann, 2009, p. 256).

Throughout this study, I sought to discern the degree to which faculty who lead short-term programs abroad are honing their skills in an intentional way through training and development from their study abroad office or developing their skills and building their knowledge in a more incidental way through 'on the job' training. Kim mentioned training and development sessions at her home campus (sponsored by their study abroad office or

other administrative offices, such as student affairs), and expressed appreciation for the information she had received:

And what I love about our International Programs Office is that we have training for new directors and new faculty and summer and semester programs. But at the same time we have certain workshops and things that are required every year. It's almost like you're getting a re-licensed or reaccreditation kind of thing every year in the Office of International Programs. And that keeps me not just current in the field but helps me to be able to articulate, if I have problems with students, because the dean of students will come in or the head of the counseling center and give us [faculty directors] appropriate language to use with students.

Other participants were more critical of required training from their study abroad office, as demonstrated by Patrick:

Study Abroad demands that every faculty director come annually to this meeting where they go through the Clery Act from the compliance officer. Look, you have, you know, 50 guys in there with Ph.D.'s and active research agendas, being spoken to literally like grade school children with a, frankly, idiotic PowerPoint. And it's – this is a complete waste of time.

These prior statements from Kim and Patrick illustrate the range of opinions on faculty training from the study abroad office as a form of intentional learning. The preponderance of data as demonstrated in the statements below, revealed that faculty learning within the study abroad context happens over time in an unscripted fashion, unlike professions where employees can undergo training, observe co-workers and receive critical feedback in real time for any performance issues that emerge. This is especially the case for

situations involving student health and safety, as Eric learned through his experience leading his program in a developing country:

And there is always an emergency that comes up, you know, Guatemala is a place where student stomach issues become very pronounced at times. So, you know we have to take care of them health wise, we have to be prepared, we have a doctor there that's on call.

With such a challenging role in directing a short-term program, faculty participants also learned from mistakes. For example, in her first year as director, Sue admitted mishandling a situation involving a small clique of students who opted to live apart from the rest of the group. The clique's behavior was mainly due to the influence of a "ringleader" in the group who later turned on the two students in her circle while engaging in questionable activity in the house of a male citizen from the host country, leaving the student ringleader vulnerable and completely isolated from the group. This student then proceeded to blame all of the other students on the program for her actions, bringing Sue to the realization afterwards that she could have handled the situation more effectively by disciplining the student ringleader earlier and warning her of potential consequences for her misbehavior.

One of the questions on the post-interview reflection questionnaire also elicited compelling comments from faculty directors: "Would additional training from your study abroad office be helpful? Describe the type of training you would find beneficial for veteran directors as well as new faculty directors."

Patty was not sure that she needed any training at this point: "I'm not sure about seasoned directors like myself. For new faculty directors, I would suggest training along the lines of my answer to the first question might be valuable." In Question

one, Patty shared the professional advice she would give to new faculty directors:

“The single most important piece of advice, in my opinion, would be that you are far more than just an instructor when you run a program. You become advisor/mentor/guide, and you need to be emotionally up for this challenge!”

Carol was more emphatic in her response: “I would love to see more panels of students talking to faculty directors. But do I want more meetings with the study abroad office? No.”

Laurie and Greg were open to training from the study abroad office, but offered similar responses with regard to the manner in which that training could be made more effective, especially in preparing directors for responding to any threats against student health and safety. As Laurie stated: “I’m not convinced by our [study abroad office’s] training about safety issues. It is way too theoretical/bureaucratic and seems so far removed from our experience once abroad with students.” Greg also called for more realistic guidance from the study abroad office on how to react to real-time conditions on the ground: “Anecdotal training of what is right or wrong to do in the trenches is probably the most effective training we can give faculty directors.”

The examples above highlight the challenge study abroad offices face when working with faculty directors of short-term study abroad programs who may be struggling with complex challenges abroad (some of which may be unique to a particular host country culture) that may conflict with a more abstract, generalized training approach. Compounding this challenge for the study abroad office is the fact that each faculty director brings a unique perspective and background even before they begin leading a program abroad, as will be demonstrated in the following section.

Proposition Two: Learning as Someone Learning Something

In describing this learning proposition, Neumann (2009) frames the faculty member directly in the spotlight as the agent for learning, while also recognizing the subject of learning itself. As she explains, “To give meaning and form to learning—to understand where learning exists and indeed what goes through it—calls for knowing who is doing the learning and what it is they are learning” (p. 257). With this proposition, Neumann is demonstrating the complexity of learning, which depends on the individual professor and her intellectual capabilities, prior learning, and experience working with the discipline itself. Yet Neumann emphasizes that the subject of study also has its own epistemic structure (for example: for a student to become proficient in math requires a different way of thinking than learning a foreign language).

In this study, I explored the professional and personal backgrounds of faculty directors to try to gauge their uniquely different ways of learning the roles and responsibilities of managing their short-term programs. One way to discern more about the learning process of the faculty participants was to investigate the motivating factors for becoming a director as well as the degree to which their prior learning helped them navigate the complex tasks intrinsic to managing a short-term study abroad program. Table 6 offers a sampling of illustrative statements for the three interview questions in this study that shed light on these important considerations.

Table 6

Illustrations of Motivating Factors for Becoming a Director and the Degree to which Prior Learning Helps Navigate Managing a Short-Term Study Abroad Program

Question	Results and Illustrative Statements	
1. Tell me about when you first decided to direct a short-term study abroad program at your home institution and walk me through what influenced your decision.	Influenced by faculty colleague, department, study abroad office, or senior-level administrator (9 faculty participants)	Influenced by self (7 faculty participants)
	<ul style="list-style-type: none"> • And as far as my training was concerned, when I became interested in not just teaching but in possibly directing, I was fortunate that my [faculty] mentor took me under her wing and, taught me what she knew and things that maybe I hadn't picked up just observing her and teaching with her and – both in London and in Italy • At the program and she [prior director of the program] became ill and so our Vice-President for Academic Affairs knew I had an interest in Africa and said would you be willing to take this group and that was in 2000 and I have been doing it ever since. 	<ul style="list-style-type: none"> • The opportunity to take students there given my intimate knowledge of the city made it an obvious choice. • But – so when they offered me to come to Spain, which is my home country to direct a program, I was immediately excited about, you know, just adding my little general knowledge of the country and of the culture and offering to our students.

Table 6 (continued).

Question	None to minimal experience (0 to 2 years of living and/or working in host country, including short-term tourism experiences: 10 faculty participants)	High level of experience (more than 2 years of living and/or working in host country): 6 faculty participants
2. What was your experience, if any, living and working in program country X, prior to becoming a faculty director?	<ul style="list-style-type: none"> • They were, I think they were all new countries for me to visit, so I had never been to any of those cities. • No. I mean I had been there [host country] three times. That's it. I've been to a conference where I presented and then I went and did my own research 	<ul style="list-style-type: none"> • Yeah, I grew up there [host country] and stayed on to do my MBA. • I am from there [host country] and spent five to six years there in graduate school
Question	Yes (13)	No (2)
3. Has your knowledge of student culture from your experience teaching at your home institution informed your work as a faculty director? In what way?	<ul style="list-style-type: none"> • I mean, in so many ways. I know how 18 to 22 year olds think at some level. I know a certain amount about their approach to alcohol which – because it's illegal here [in the US] and because everybody knows that alcohol is still consumed in large quantities both on and off campus. So with that kind of drinking culture, we sort of explain to them that now that it's legal [in London] ,that's not a reason to go crazy with it. • I am sure it has...I think knowing that most students want to be challenged, so it's making sure that when we are building assignments, building prompts that we are making students, that we are challenging them to think and to learn when we are in country 	<ul style="list-style-type: none"> • No, I would say the other way around. I would say actually you learn more about student culture running a program like this because you're with them. You're having lunch with them. You're going on a bus on an excursion with them. You know, so actually, I learned a lot more about student culture in the field. • I would say my work as a director with students has informed my knowledge of student culture here on campus. Because I get to spend so much time with the students and they really – they'll tell me more because I'm with them more and I know them more. And so I get to hear sort of the inside stories and what's really happening on campus culture.

The data in Table 6 conveyed the mix of experience and depth of the faculty's prior learning, with a majority of faculty motivated by others at their home institution to direct a short-term study abroad program. Fewer than half of the faculty participants had more than two years of experience living and working in the host country (0 to 2 years) prior to becoming a director. Most of the faculty directors supported the idea that their work leading a short-term program abroad was informed by their knowledge of student culture from their home institution, though one director was not sure how to answer the question despite several attempts. Several faculty participants expressed that they learned more from students on their study abroad programs due to their prolonged exposure with the students, which enabled stronger bonds.

Proposition Three: Professors' Scholarly Learning

Neumann's (2009) core focus on scholarly learning identifies the faculty member's "subject matter knowledge and ways of knowing unique to it" (p. 258). By inquiring on the ways in which faculty construct and reconstruct their subjects of study, Neumann posits the dynamic and collaborative nature of this learning within a community of scholars in a given discipline, which helps to shape the "unique substantive and epistemic contours of that subject matter" (p. 259), and allows knowledge transmission to take on a more dynamic form.

This study aimed to identify what faculty directors were learning in their respective areas of expertise (subject matter knowledge) while running their programs, since one of their core responsibilities is to teach a course during their short-term program. More than 10 disciplinary subjects were represented among the faculty population in this study, resulting in a wide array of responses as demonstrated in Table 7.

Table 7

Examples of Scholarly Learning Experiences Based on The Post-Interview Reflection

Questionnaire Question: What Have You Learned About Your Own Disciplinary Area of Expertise in Your Experience Leading a Short-Term Study Abroad Program?

Subject Matter Learning	Learning Tied to Other Domains
<ul style="list-style-type: none"> • Given that I teach business, I am constantly reading new case studies and journal articles. The field doesn't stand still. • So over time as a faculty member, my focus has become much more inter-transdisciplinary. • A lot, as I study Cuba, so being there is very important. And this is a great way for me to maintain my contact base there, to maintain sort of my own relevancy to the world of Cuba. To continue to be very much well-informed of what is going on down there and so forth. • I would say that it comforts my belief that my area of expertise is more relevant than ever if we want to build bridges between cultures. • So mostly was, you know, we were there, so this were golden opportunities that really helped me shaped my views, my understanding and my writing on the topic. 	<ul style="list-style-type: none"> • But the opportunity to discuss these insights in more informal settings, while spending time with the students outside of the classroom, generates deeper understanding. • I have learned how to be a better researcher and better at working with local people. • I also have now learned how to be a tour guide. • I've learned how to help students live in the moment...to observe life in a different culture...to permit themselves to engage totally in an experience that takes them outside of their comfort zone.

More than half of the faculty participants who completed the post-interview reflection questionnaire demonstrated subject matter learning through their experience directing a study abroad program. For example, Sue's statement about becoming more inter-transdisciplinary over time in her tenure as director of a program in southern Africa provides a clear example

of the directorship experience shifting her worldview within her academic field: “I don’t just look at things through a single lens and that has helped a lot in helping students to understand what they were seeing while we were there.”

Carol’s testimonial was also noteworthy as she highlighted one of the benefits of directing her short-term program in Canada: the professional networking she gained through her experience has enriched her teaching and research in the fields of marketing and business education. As she indicated on the post-interview reflection questionnaire: “Visiting a variety of businesses and interacting with professionals in different (atypical) environments has given me a richer understanding of the fields that I teach.”

Scholarly learning in other domains. As some of the faculty participants articulated in this study, scholarly learning was also tied to other domains, including a) learning new, more meaningful ways to engage with students outside of the classroom in order to help them build their comprehension, and b) honing research skills as well as new ways to work with local residents.

In addition to the question on subject matter learning in the post-interview reflection questionnaire, I also addressed scholarly learning abroad from a process standpoint through the following interview question: How would you compare your campus teaching and administrative responsibilities with the work you perform as a faculty director of a short-term study abroad program? In this case, I was seeking to find out if faculty directors were adjusting their pedagogical approach in any way while abroad to account for the different learning environment, including the use of experiential learning principles.

A few participants in the study noted similarities with their teaching methods on campus and abroad, programs, but a majority of faculty directors presented differences in

their pedagogical approach abroad, with the following themes emerging: greater intensity of teaching experience, reflected by more interactions with students inside and outside of class, more on-going assessment, and a faster learning pace due to the compressed timeframe, deeper relationships with students (as Patty observed, this can affect one's role perception, and in her case, she appreciated the ability to relate to students on a different level in her program abroad as opposed to the traditional professor-student relationship), less rigid instructional style (in this case, Patrick commented on the need to be more flexible while teaching abroad, since the differing living conditions of the host country make a more relaxed approach necessary, though he was careful to mention that this did not mean a lowering of his academic standards) and lastly, greater attention paid to the overall structure of the class as it connects to the program itinerary. Dan stressed the balancing act of weaving together the academic components of his urban studies program in Korea with the cultural immersion through a well-designed program itinerary.

Table 8

Examples of Scholarly Learning Experiences Based on the Interview Question: How Would You Compare Your Campus Teaching and Administrative Responsibilities with the Work You Perform as a Faculty Director of a Short-Term Study Abroad Program?

Teaching responsibilities are the same (on campus and off)	Teaching responsibilities are different when abroad
<ul style="list-style-type: none"> I mean, we're seeing our students in the classroom, we're seeing them in rehearsal. We're seeing them-- taking them-- to conferences. We're spending a lot of time with them, which is what a faculty director in an international program does. 	<p><i>Intensity of teaching experience</i></p> <ul style="list-style-type: none"> The thing that -- like here [on campus], it is very time consuming, the teaching part. But there [abroad] we have lots of feedback to give and we have a lot of preparation, and then doing the excursions, and doing -- and solving issues, student issues.
<ul style="list-style-type: none"> Yeah, so the similarity is that I stand in front of the group and preach, right? Tell them a story about finance in this case. So the teaching part itself is similar during the lecture time. 	<p><i>Intensity of teaching experience</i></p> <ul style="list-style-type: none"> The educational program and experience [in host country] is much more intense because we meet every day for an hour and a half over four days. We immediately get to know students better and you continue to have a relationship with them throughout six weeks, that is much more intense and much more multifaceted than your on campus, three-hour a week teaching experience with students.
<ul style="list-style-type: none"> The nature of studio and architecture is sort of regardless of where you are in the world. And so, we kind of, I guess like any discipline. But I would say that the conversations and the dynamics of the course work, and maybe methods, would be similar. 	<p><i>Relationship building with students</i></p> <ul style="list-style-type: none"> [while teaching and directing a short-term program abroad] I will spend more individual time with every one of the 15 students, as well as in small groups. And I become an older person, not just a professor. And I think that level of engagement and mentor/friendship then carries on when the students come back to campus.

Table 8 (continued).

<ul style="list-style-type: none"> Grading I think would be very similar to probably my core Capstone class just because its interdisciplinary and this is as well a little bit interdisciplinary 	<p><i>Less rigid instructional style</i></p> <ul style="list-style-type: none"> So the teaching context [abroad] is – I don't want to say more informal because it's not more informal. But – And it's not even more relaxed, but let's just say it's not as highly disciplined and structured as the classroom experience
	<p><i>Structural (itinerary building)</i></p> <ul style="list-style-type: none"> So in an international study program for me, it seems like that the major difference is the itinerary building which is really systematic and those of us that run international programs know how important it is to establish a healthy working structure, which includes the course work, the travel and the cultural studies and so forth.

Proposition Four: Professors' Scholarly Learning as Personal and Emotional Experience

A particularly noteworthy finding in Neumann's study (2009) was the intense personal meaning that faculty often ascribe to their scholarly learning. As Neumann explains, "A scholar's life may both give to, and gain from, her scholarly learning, thereby infusing scholarly work with personal meaning" (p. 261). Evidence of such passion within academia is not limited to professors' on-campus work, as the findings in this study revealed.

Laurie's fondness for her subject and its transformative impact on students was clear throughout the interview, but best captured in the following statement: "Oh, it is amazing. To get to see students get--opening to cultural differences, for me, it's a very interesting thing

because I love to teach culture.” Another faculty participant, Patrick, displayed his passion for the host country where he has been leading his program for over twenty years:

It’s amazing. And it’s like time travel. And so, I like that. I like the street vendors who have their little jingles that they sing as they’re selling caramels or bread or whatever they do, plying the streets. Again, you don’t see that anymore in a lot of places in the United States. And so, I find it, you know, culturally, intellectually, professionally stimulating.

Sue describes her passion for imparting to students not only her deep knowledge of the subject matter (health care in developing countries), but also her value system:

This is one of the most rewarding experiences I have had as a teacher and mentor. The total immersion in another culture teaches students about basic human values. It allows them to evaluate their place in the grand scheme of humanity, to consider the things in life they value, and to decide how to use their position of privilege to help and give hope to those less fortunate than them.

Another faculty participant, Greg, when summarizing the benefits of directing his summer program in Western Europe, broke it down in highly personal terms as well:

The benefit for me, other than I get over there and I feel at home and it’s a nice change of scenery and stuff like that, is that the teaching, the interaction with the students is kind of at the level that you hope for when you first start teaching. You dream of building a relationship with students, which in reality [when on campus], because there are so many of them, is not that easy. And well, they probably have no interest [laughing]. I mean, they want to get out and get their degree. But by being around them the whole time [during the study abroad program] you get to talk, I learn

about their different perspectives. Young people have a different outlook of life and mindset, and it's exciting to learn about that quite frankly.

It should be mentioned that this passion is also reflected in moments of great stress, when the patience of faculty is tested, for example as Jack explains:

But now the travel fatigue sets in and the, you know, we're pushed, you know, together all the time, right? And then somewhere in the middle, I warn them, when you're in the program there's going to come a time when people will say things that they never would have said at the beginning of the program. And that can cause irritation, you can – that's when, you know, people say it starts to wear thin, you know what I mean?

Unexpected disruptions in programming, such as a forced change in student housing, can also prompt an emotional response. Kim was still reeling from the loss of a longstanding housing arrangement on her summer program in a prime location that was convenient, affordable, and safe.

In other cases, faculty participants were able to draw from personal experiences in ways that fostered a deeper understanding of students' emotions when studying abroad.

Diana's recounting of her personal experience as a study abroad student was telling:

I went to London, and I was in a program that had everybody in different home-stays, but it was all over the city and there was no effort of the faculty to get us together to do anything. So it was oddly enough one of the loneliest experiences I have ever had... So I am aware of the fact that on the outside, students may seem very together because, of course, they are trying to fit in, they are trying to impress upon the faculty

that they can handle this experience, but I think the level of resilience of students is all over the place.

Despite the emotional highs and lows that the faculty participants experienced while managing their programs, it was quite apparent from the accumulated data in this study that this is a labor of love for the directors, who willingly forego other personal and professional opportunities in order to continue leading their overseas programs each year. Indeed, Patty articulated her personal and professional commitment in simple, but profound, terms:

Of all the teaching that I do, it's probably my favorite experience. I mean, I actively look forward to it. I mean I walk into a campus classroom two thirds of the year, but I actively can't wait to get back there [abroad] and spend time with them.

Victor tied his passion for learning with his own personal travels to other countries in his younger years, and how that influenced his career trajectory as an academic:

I have always believed in the power of ideas, I think because I travelled very early on in my life. I see it made a tremendous change in my education, my interests, and likewise I always tell students in my classes, you will be better off doing an international program than spending your summer at home or doing some internship in the States.

In a similar vein, Eric recounted why his program in Guatemala is so meaningful to him, for bestowing academic opportunities for undergraduates that he was not able to experience at that age:

I think it is something important, but I think that pedagogically it's really, really important for students to have this experience which-- something I didn't have when I was getting my degrees. I wish I had known to seek it out. I did have a study abroad

in college for a semester in Mexico and also had a year-long Fulbright in South America which gave me that immersive experience, but I really hadn't had any training you know connecting my educational training with kind of this immersive experience, you know.

The next section examines the role of context within the realm of study abroad and how the unique environment in which they work may present learning opportunities for faculty.

Proposition Five: Contexts, in Part, as the Contents of Learning

The last learning proposition Neumann (2009) offers involves context as it applies to the learning process, making this proposition perhaps the most crucial for any study of faculty learning in a study abroad setting. In this last proposition, Neumann posits that learning is derived from the “uniquely patterned environments [context] that frame the realities of individuals living and thinking in them” (p. 263). In her analysis of context as it relates to faculty learning, Neumann drew from sociocultural studies that use the term to mean “the patterns of knowledge and ways of knowing that constitute the diverse environments in which individuals, relationships, and communities grow and in which identities evolve.” (p. 263)

In chapter two, I introduced situated learning as a more contemporary learning theory that positions knowledge-making as a socially created phenomenon dependent on context. This is a significant departure from traditional forms of education as expressed by Jugdev and Mathur (2013): “Unlike formal or classroom learning (cognitive learning), which tends to be abstract, non-contextual, and intentional, situated learning is embedded in practice, context, and culture” (p. 640). Although some of the faculty may have received training by

their study abroad office in earlier years, the majority of faculty participants in this study appeared to be learning in an incidental way while running their programs abroad each year, as covered in the prior section on the first learning proposition. In this study, the learning environment for faculty directors is mainly comprised of the physical setting (i.e., the country location where the program is based), as well as the community of students that changes each year.

As mentioned in chapter 2 in the section on situated learning theory, the community of students that participate in a short-term study abroad program in any given year constitutes an integral part of the learning context for faculty directors. In this chapter, the influence of the students on the faculty directors was further underscored in the prior section that reviewed the “Dean of Students” dimension in Goode’s typology, when individual and group level student issues and concerns were discussed. The challenges and benefits of working closely with undergraduate students that faculty offer countless learning opportunities for faculty as well, as portrayed in this study.

Learning from the host country setting. With regard to the host country setting, I wanted to understand whether social, political, or economic changes during their tenure as director were factored in the learning process of the faculty participants in this study, and if so, the extent to which they were making programmatic changes (whether curricular, logistical, or financial) in response. In reviewing the data, some of the faculty participants, such as Tina, described significant changes in the host country environment that directly affected the program, especially logistically. Such changes included increased traffic congestion in one of the field trip sites (Moscow) that prevented her from taking students to

areas of historical interest in the outlying suburbs: “The traffic in Moscow is like, Mexico City. It's a deal breaker. So we can't do anything like that anymore.”

Another faculty director, Victor, had seen profound shifts in the country where his program is currently based (one of the original host country locations-- Egypt-- is no longer deemed safe for undergraduate students), which he incorporates into the program curriculum, as he revealed in the interview:

Then, because the impact of that Arab Spring also caused an earthquake, if you will, in our expectation of the Arab world. We have a lot of tremendous new expectations, which very unfortunately most of it did not come through... you still have that – the Arab Spring effect on how we expect Arab citizens and Arab subjects to be.

Victor's six-week summer study abroad program was initially conceived as a two-country program to provide students with a comparative perspective on two differing countries in the Middle East region. Due to security concerns, the program is now based in Morocco, requiring a shift in how the program is organized. Fred also recalled the consequential impact of the economic crisis on his native country where his summer program is located:

...so one of the most amazing experiences I got to experience when directing this program was that in the past eight years...it pretty much coincides with the – with the crisis, the economic crisis - the moral collapse and how – and in places like Spain like Italy, Greece, et cetera, the crisis was a very, very serious matter... As I said, my course in the past two years has been dealing specifically on the theme of the crisis.

In addition to economic upheaval in recent years, Patrick's host country location, Cuba, continues to be subject to political uncertainty due to an historical dispute with the

U.S., as he succinctly described, “This program could disappear tomorrow with the stroke of a presidential pen.” That said, Patrick also made sure to include the positive impact of change over time in the host country where he operates his program:

The quality of services has changed and there’s just a lot more economic dynamism on the street now than there was, you know, 22 years ago. I mean when I was there in the 90s, it was apocalyptic.

Other faculty directors in the study did not mention any significant changes in their host country setting, though a few alluded to their heightened vigilance after terrorist attacks in the region, as Patty reflected:

And simply because we were in Europe, and because it happened on a Friday, so we know that the kids are traveling every weekend. We didn’t necessarily know whether anyone was in Munich. We did have to reach out to every single student and make sure every single student was safe.

Similarly, Laurie noticed a shift in her students’ behavior after a series of high-profile terrorist attacks in her country in the past few years, which has resulted in a change in how she now interacts with students:

For many students, it is their first time abroad or in Europe. And –I guess also due to the fact that after the terrorist attacks, students will tend to search for comfort – with either a teacher or the director. But now I have to be more motherly...I don’t know how to describe it, but this component that I never thought about is that really you have to be protective.

Whether adapting to significant political, economic, technological, or security-related challenges in-country, faculty directors may need to adjust their curriculum or alter their

program itinerary to account for shifting conditions, while ensuring student safety to the fullest extent possible. In addition to the host country setting, the students themselves make up the contextual landscape where faculty operate.

Learning from students. Context within the study abroad setting not only encompasses the host country environment itself and its tangible markers, such as the nation's political, economic, historical, religious, artistic and cultural expression, but also includes the students who participate in the program in many ways: in the classroom, on field trips, while 'at home' (which may be a dormitory, homestay, apartment complex, hotel or other type of accommodation), at local restaurants, and even in their evening outings. One of the interview questions asked faculty directors to describe what they have learned from the students themselves over the years, prompting a variety of responses, as illustrated in Table 9.

Table 9

Examples of What Faculty Directors Have Learned from Students on their Study Abroad Programs

Personal Growth (of director)
Patience, I have to have lots and lots of patience, a lot more patience than I thought I had. I have to learn how to relax, take things in stride, not vent in front of them, be reasonable, love them in a way, care for them, nurture them. This is caring and nurturing, if taxing. I think it's helped me. I think that my personality has improved as a result of these kind of experiences.
We have a lot of people who are, you know, lower income or on heavy financial aid. That's one thing I really like about it is that you really get to know these people. Even at my age, the more you interact with people, the more you learn about them and you learn about what is to be a human and all that, right?
Intellectual enrichment (of director)
Well, students are, they always challenge you, I mean, you just have some great students who will challenge you [intellectually] and which I always love, so that's one I something I admire tremendously when you have the student who loves the stuff.
Actually this isn't just in the study abroad course, but in my classes generally: I teach in a way that leaves an opening for students to raise points or ask questions, some of which I've never heard before.
Generation Gap
The level of resilience is very different from student to student. I guess it's just kind of getting in their heads more because you are with them all the time and you recognize that their references are different than yours. One of the things that we do is we play charades when we are in the mountains 'cause there is nothing else to do at night and you realize you don't have any idea what you are acting out, because it is some song from some rap group, so their references are very different and what they find amusing is often culturally beyond me.
Clearly I get feedback just on the class. And because they have more time and opportunity to interact, they will tell me more openly what I ought to cover differently or not cover or include. So that feedback comes with more ease...[as well as] more substance, because it's immediate. And I will adjust accordingly. And I learn about the interactions and the behavior of people of a different generation.
Student Behavioral Characteristics
Students are more and more goal-oriented and this prevents them from being creative with their free time. Either they will spend too much time studying because the main goal is their grades, thus missing a lot of the cultural experience. Or they will look for the tourist experience and will not be the best participants for the program (they will also miss the real cultural experience). I would say that it's more important today to help them not fall into these limitations.
Students want to be connected (smartphones, computers) at all times and it is frustrating for them when the infrastructure in the host country is not seamless.
They're presenting a view of themselves that's only one piece, you know. They're perfectly well-behaved, they're polite, they're respectful to me, but that doesn't mean they can't go off and do something extremely stupid somewhere else...

As discussed in this section on contextual learning, and reflected in the faculty statements in Table 9, the community of students participating in a short-term study abroad program is imparting valuable lessons to faculty, academically and personally, that enrich the directorship role, especially when directors are able to see the students grow from their experience abroad. Directors are also observing student's changing over time, which can include positive developments (today's students are more engaged and willing to work harder according to Jill), as well as negative trends as Patrick noted in the post-interview reflection questionnaire: "students are generally unprepared for an international experience in terms of cultural sensibility".

Indeed, for some directors, the cumulative impact of this learning can be a transformative experience for them. Perhaps Sue tells it best when on the post-interview reflection questionnaire, she addressed the question of whether she has experienced any personal or professional transformation as the result of directing and teaching on her short-term program in southern Africa:

Absolutely. I have learned tolerance and to relax my expectations. I have also learned that the benefits of leading the study abroad experience far exceed the risks and work involved. The transformation of student's lives is worth the effort.

Chapter Summary

The findings in this study came from individual interviews and the post-interview reflection questionnaires. When applied to the analytical framework (Goode's typology and its four dimensions) and the conceptual framework (Neumann's five learning propositions), the cumulative data unearthed many areas of commonality in faculty perceptions of their roles and responsibilities while running their short-term study abroad programs. The research

question on how they learned about these roles and responsibilities led to a greater divergence of opinions. The final chapter will provide an analysis of these findings through data interpretation, offer suggestions of possible applications for practitioners well as faculty involved in international education, and present recommendations on future research topics.

CHAPTER FIVE: DISCUSSION, IMPLICATIONS AND CONCLUSION

The purpose of this study was to add to the scholarly literature on study abroad by examining the learning experiences of veteran faculty directors of short-term study abroad programs. By contributing a more comprehensive understanding of the faculty directors' learning experiences, this study opens new insights for study abroad office administrators on how they can more effectively train faculty (especially novice directors), to direct a short-term program abroad, in light of the various complexities involved.

While ample empirical research has been conducted on student learning outcomes from their study abroad experience as noted in chapter two, only a few studies have concentrated their focus on the learning outcomes of faculty directors of short-term study abroad programs (Rasch, 2001; Strang, 2006; Watts, 2015). This lack of attention to the faculty directors of study abroad programs, especially short-term programs which have eclipsed semester and year-long international programs in popularity, is surprising given the growing demand for more programs abroad and the increased scrutiny on colleges and universities that offer study abroad programming. The more stringent oversight by higher education administrators, policy makers, the media, parents, and other critical stakeholders is due to concerns about student health and safety abroad (Bolen, 2001; Hartjes, Baumann, & Henriques, 2009), as well as questions about the level of academic rigor of these short-term programs (Engle & Engle, 2003). This study acknowledges the pressures faculty directors encounter when leading a short-term program as they respond to student, program, and institutional-level challenges.

Through in-person interviews and post-interview reflection questionnaires, I collected data from sixteen faculty directors from six institutions in the Southeast U.S., with each

director having a minimum of four years' experience leading and teaching on their respective international programs. The following sections will apply the data to the analytical framework (Goode's typology) and the conceptual framework (Neumann's five learning propositions) used in this study to draw final conclusions from the two central research questions in this study: 1) what are experienced faculty directors perceiving to be the most important dimensions of their role?, and 2) how did they learn about these dimensions? Implications for future research, policy, and practice will also be discussed at the end of each section.

Goode's Typology Re-examined

As demonstrated in the prior chapter, the four dimensions in Goode's typology ("Dean of Students", logistical, intercultural, and academic) represent the primary areas of responsibility for faculty directors of short-term international programs. The salience of this basic rubric was supported through the findings in this study, as faculty participants were able to expound on their experiences and challenges handling the various responsibilities presented in each dimension. A closer examination of the areas where faculty participants diverged in each dimension (see Table 4) exposed several important differences in faculty perspectives and experiences, most notably in the "Dean of Students" and intercultural dimensions.

Variations in Faculty Responses and Missing Elements ("Dean of Students" Dimension)

Students' health and safety. Within the "Dean of Students" dimension, which involves key areas analogous to student affairs, the faculty directors applied differing approaches to handle individual student-related problems, such as overdrinking during the program. For example, some faculty were stricter on enforcing policies on excessive alcohol

consumption than others depending on their personal leadership style as well as cultural sensitivities in country. Likewise, despite all directors in the study expressing general concern about the physical and mental health of their students (with depression cited as one of the most common problems) this study revealed that only a few faculty participants had actually dealt with cases of students exhibiting signs of severe distress, including suicidal ideation. Little mention was made of required campus trainings on topics such as responding to the mental health care needs of students while abroad. And as demonstrated in the following section, the threat of sexual assault abroad also failed to emerge as an issue or challenge that faculty participants in this study had to contend with, even for faculty directors with more than 25 years of experience leading their short-term programs abroad.

Missing element in “Dean of Students” dimension: sexual assault. While there are differing national statistics on sexual assault rates on college campuses in the US, one widely cited study conducted by Koss, Gidycz, and Wisiewski (1987) and referenced by the National Institute of Justice determined that 27.5% of college women reported experiences that met the legal criteria for rape. This corresponds with an increase in reported cases of sexual assault abroad (Flack Jr. et al., 2015; Hoyer, 2006).

The fact that the issue of sexual assault did not resonate as expected with veteran faculty directors was somewhat surprising given these alarming statistics along with heightened publicity on sexual misconduct both on campus and in general society in the U.S. This was also an unexpected finding for the researcher, since the topic of sexual assault within the study abroad context has become a significant priority for university administrators grappling with legal challenges in trying to remain compliant with contemporary Title IX regulations (Aalberts et al., 2015). One high profile case in 2014

involving a Middlebury College student accused of committing sexual assault on another college student while overseas on a third-party study abroad program highlights the stakes involved for institutions that seek to resolve these cases fairly and judiciously, often without clear guidelines as argued by Brown and Fischer, 2015).

Overall, it appeared from the findings in this study that most of the faculty participants lacked experience in responding to a student who had experienced sexual assault on their program abroad, perhaps simply due to good fortune if no cases had occurred during their tenure as director. While it may be the case that some of the faculty directors had experience handling cases of sexual assault affecting students on their programs and simply neglected to bring this up in the interview, this topic failed to surface as a priority concern during the interviews and was also not present in the completed post-interview reflection questionnaire data. The only exception was with one faculty director (Eric) who offered this reply on the question of whether any additional training from his home institution's study abroad office would be helpful:

Perhaps directed workshops by the Office of Student Conduct to guide us better in decision making about communicating with students when they have problems and how to handle complex situations that produce psychological problems arising from things like sexual assaults, robberies, failure to complete work due to depression, culture shock, etc.

Eric's suggestion on ways that faculty directors and study abroad administrators can better inform and prepare themselves for responding to student cases involving sexual assault while complying with Title IX federal policies are elaborated on in the next section. It was interesting to note that Eric, with 24 years of experience leading short-term study abroad

programs in developing countries, commented on the potential value of training from an administrative office on the home campus that is accustomed to caring for students who have been traumatized. This may be because he was one of only a few directors with experience handling difficult cases of students exhibiting major mental health concerns as well as allegations of sexual assault as referenced in the previous chapter. Yet study abroad in general lacks a unified consensus on how universities should respond to a variety of traumatic events affecting students, such as sexual harassment, assault, or the death of a family member (Wright, Smith, & Freyd, 2017). In essence, institutions and faculty directors in the field are often left to determine how they should best respond to a student experiencing sexual assault with varying levels of support from their home institution, in what may be a stressful foreign environment with limited medical resources for immediate assistance.

Implications for future research, practice, and policy in the “Dean of Students” dimension related to mental and physical health.

Implications for research. Although a growing body of research has indicated a decline in student’s mental health on campus, there has been less research on how this affects students abroad, including stress perceptions and coping responses (Ryan & Twibell, 2000). According to Kitzrow (2009), “there has been a marked increase in both the number of students with serious psychological problems on campus and the number of students seeking counseling services” (p. 646). Surveys of student health center directors as well as student affairs professionals also point to a startling rise in alcohol abuse, drug abuse, eating disorders, suicide attempts and disruptive class behavior in the past decade (Levine & Cureton, 1998). The focus on students’ mental health issues and concerns on campus has shifted in recent years to students studying overseas, where new stressors such as language

barriers, the lack of familiarity with host country customs, separation from friends and family, and difficulty accessing counselling support, can exacerbate any student's pre-existing mental health problems, especially if the student has difficulty coping with change. More research on student mental health abroad could present faculty directors with a more informed perspective on student's coping mechanisms under stress which might lead to new strategies to help students build greater resilience when facing adversity.

While not emerging in the data as an area of concern among faculty in this study, the issue of sexual assault on campus has prompted many universities to enact new protocols and hire Title IX compliance officers to enforce these policies. Several studies have emerged in recent years providing empirical support for the possibility of elevated risk for sexual assault in female undergraduates when studying abroad. (Flack Jr, Kimble, Campbell, Hopper, Petercă & Heller, 2015; Kimble, Flack Jr, & Burbridge, 2013), The evolving legal landscape for institutions of higher education when handling allegations of sexual assault on a study abroad program, which includes shifting Title IX regulations, warrants further empirical research.

For example, researchers could present case studies from private and public institutions that employ differing approaches for responding to sexual assault charges on a study abroad program especially in how they interpret student's confidentiality rights as well as responding to conflicting cultural norms. Future research in this area could also encompass topics such as the risk factors involved for students when abroad, including their sexual behavior and the impact of alcohol consumption on decision-making, building on prior studies (Hummer, Pedersen, Mirza & LaBrie, 2010). A comparative study that traces

students' perceptions of risk when on campus versus abroad could be a new line of inquiry as well, to augment the few studies available on this topic.

Implications for practice and policy. With continuing concerns over students' mental health, universities have begun to respond with a greater emphasis on wellness programs to foster a more proactive approach in helping students maintain a healthy lifestyle. Study abroad staff could team up with the campus wellness center staff to take advantage of regular campus programming in areas such as establishing health relationships and making responsible choices on drinking and sexual activity, by encouraging students to partake in these programs before they study abroad. And since stress mitigation is not limited to students, study abroad directors could also consider hosting panel discussions with wellness center staff that are open to the general public. Topics in these discussions could center on holistic ways to maintain a balanced, healthy lifestyle while travelling abroad.

From a policy perspective, study abroad offices can require faculty directors to undergo training from the campus wellness center and counselling staff on how to detect common warning signs of mental distress among students. By learning how to pick up on these signals, which can include social withdrawal, changes in eating and sleeping habits, neglect of personal hygiene (to name a few), faculty directors can develop a basic awareness that aids in the prevention of more serious problems. (McCabe, 2005).

Sexual assault. The findings in this study point to the need for universities to incorporate newer approaches to training of faculty directors by involving university offices such as Student Affairs and Women's Centers to provide guidance on ways that directors can respond should any students on their programs claim to be a victim of sexual assault, since the institution's response may be different depending on the alleged perpetrator (if the assault

allegations are between students, then there may be Title IX protocols as opposed to if the victim claims the assailant is a citizen from the host country). Student affairs professionals are often the leading experts on issues such as sexual assault and Title IX compliance (sexual assault is included within the scope of Title IX as indicated in chapter two). Since one of the challenges may be to encourage students to disclose personal information related to their health and safety while the study abroad program is underway, including whether they have experienced a traumatic event such as sexual assault, faculty directors may also benefit from professional advice from on-campus counsellors on ways in which they can facilitate student dialogue on these sensitive issues, while maintaining appropriate lines of confidentiality. Wright, Smith and Freyd (2017) provided a few suggestions on student training that faculty may want to implement prior to their departure for the program: especially “around bystander intervention, substance use precautions, and nuanced cultural understanding” (p. 65).

Research has shown that students need to feel prepared for their eventual sojourn abroad, including addressing student emotions and concerns about health and safety abroad (Rodriguez & Roberts, 2011). In this study, Tina referred to the multiple pre-departure meetings (at least six) she holds during the academic year to prepare her students for the various challenges they can expect on her short-term program in Russia. These meetings include guided discussion on topics pertaining to student health and safety, visa policies and regulations, behavioral expectations while abroad (both inside and outside the classroom), and other important logistical and academic concerns. By holding multiple pre-departure meetings, directors can allow students the time they need to process this important program information instead of cramming everything in one long session.

The complexity of handling sexual assault cases abroad reinforces the need for institutions of higher education and study abroad offices to determine appropriate policies for directors especially on reporting cases in a timely manner and communicating with appropriate university officers when seeking resolution of such cases. With suitable training in place, these policies can be implemented and enforced to ensure that directors are equipped with the appropriate tools to respond to sexual assault should it occur on their program. This type of training and preparation should be standardized for all directors and offered on an ongoing basis so that directors are not caught off-guard in the event of an actual incident occurring on their short-term programs. Fortunately, there are existing resources for faculty and administrators including the Standards of Good Practice from the Forum for Education Abroad, as well as a 2017 report conducted by the Working Group on Sexual Misconduct, Education Abroad and Title IX/Clery Act, a subcommittee of the Standards Committee.

By focusing on individual student cases, faculty directors may forget that an additional responsibility in the “Dean of Students” domain involves monitoring the overall ‘health’ and morale of the group itself as described in the next section.

Group dynamics. In addition to monitoring student’s health and safety at the individual level, faculty directors are also responsible for maintaining positive morale among the student group as a whole, a task made more difficult when students break off into factions or cliques. Moving from the individual student level to the program level, study findings revealed a variance in how faculty directors handled group dynamics, including the development of cliques, another responsibility listed in the “Dean of Students” dimension within Goode’s typology. Although the faculty participants in the study alluded to cliques as

a disruptive influence that could undermine the coherence of the program, only a few directors discussed proactive strategies in breaking up cliques, such as rotating rooming assignments on a regular basis.

Other faculty participants adopted a more reactive approach, focusing instead on preventing students from becoming isolated from the student community while otherwise letting student form friendships on their own. Even with faculty directors who adopted a more proactive approach to dissolving cliques, the topic of group dynamics seemed to elude the majority of faculty participants, who responded on a surface level at best. Yet for short-term study abroad programs with diverse cohorts of students, the potential for challenging situations to emerge involving group dynamics is quite clear, especially if students encounter any real or perceived discrimination among their classmates within the group (or with members of the host community) based on their racial or ethnic background, disability, gender identity and expression, religion, sexual orientation, or any other characteristic. As stated by Wright et al. (2017), the role of the onsite staff is significant:

Of course, not all events can be foreseen or prevented, but staff can certainly bring expertise in a region or country to bear to provide culturally relevant education to students who might only be beginning to develop awareness of their place in global society. Race, privilege, and entitlement intersect as risk factors for trauma exposure that could vary in the United States versus abroad. (p. 65)

The continuing effort among U.S. colleges and universities to boost access and equity for underrepresented students, such as disabled students and ethnic and racial minorities, to study abroad will pose new opportunities and challenges for faculty directors. As Lowe, Byron, & Mennicke (2014) argued in their case study of a liberal arts college in the Southern

U.S., “there is reason to believe that race will play an important role in shaping the study abroad experience and psychosocial outcomes among students” (p. 2). In their study, Lowe et al. (2014) found that students of color were more likely than white students to articulate one of the positive benefits of their study abroad experience: the frequency and willingness to engage with students from varying racial backgrounds upon their return to campus.

Implications for future research, practice, and policy in the “Dean of Students” dimension related to group dynamics.

Implications for research. Despite some of the positive findings in Lowe et al. (2014) study on racial dynamics for students of color abroad, it is less evident how the interactions of students from diverse racial, ethnic, religious and gender identities can influence the group’s overall experience during a short-term study abroad program. This represents an underexplored area of study that could be the source of more empirical research, similar to the study on intragroup conflict among a co-national student group on a semester-long study abroad program conducted by Bodycott (2015). Related studies on navigating multicultural group conflict in the workplace (Appelbaum, Shapiro & Elbaz, 1998) could also be adapted for the study abroad context, to provide useful insights on ways that faculty directors can manage any intragroup tensions in the student cohort.

Implications for practice and policy. With the modest uptick in the number of under-represented students studying abroad (IIE, 2017) as reflected in Table 10, along with increased scrutiny on US campuses in their handling of complex diversity issues (Brown, Hinton, & Howard-Hamilton, 2007), faculty directors may need guidance in applying communication strategies that could enhance the group dynamics of their short-term programs. The student affairs office is well positioned at any university to offer the

leadership training that faculty directors may need to enable them to manage any interpersonal conflicts between students especially for study abroad programs with a large, diverse cohort of students.

Table 10

Profile of U.S. Study Abroad Students (2010-2016)

Race/Ethnicity	'10-11	'11-12	'12-13	'13-14	'14-15	'15-16
White	77.8	76.4	76.3	74.3	72.9	71.6
Hispanic or Latino(a)	6.9	7.6	7.6	8.3	8.8	9.7
Asian, Native Hawaiian, or other Pacific Islander	7.9	7.7	7.3	7.7	8.1	8.4
Black or African- American	4.8	5.3	5.3	5.6	5.6	5.9
Multiracial	2.1	2.5	3.0	3.6	4.1	3.9
American Indian or Alaska Native	0.5	0.5	0.5	0.5	0.5	0.5

Student identity panels that showcase diversity can be organized by the study abroad office to demonstrate the singular impact that the study abroad experience may have on these students, especially as it relates to the intersection of a foreign culture with their evolving personal identities. While these student panels are now becoming a more common event on university campuses, the challenge may be to find ways for faculty directors to attend these sessions.

Although institutions of higher education in the US are legally required to uphold antidiscrimination policies in student recruitment, this does not always result in a diverse student body on campus. Moreover, unlike their on-campus classes where faculty may not be able to influence the composition of students in their class (aside from special seminar type classes that may require faculty permission to enroll), faculty who direct a study abroad

program often have leverage in selecting students that they feel will benefit from the experience and contribute to the well-being of the group. The impact of faculty autonomy in the admissions process for short-term study abroad programs is worthy of consideration, especially when institutions emphasize the value of student diversity represented not only on campus, but also on faculty-led programs abroad (Dessoff, 2006; Stroud, 2010). Yet the role that faculty directors play in student admissions and enrolling management was missing in Goode's typology.

Variations in Faculty Responses and Missing Elements (Logistics Dimension)

In Goode's typology, the logistics dimension centered on program logistics, scheduling, administration, staff management, and budgeting. During the faculty interviews, these topics were discussed at length, and included the degree to which the participants felt their study abroad offices supported them, responses varied depending on how faculty perceived this administrative assistance-- either as a threat to their autonomy or as a timesaving benefit for them. Other variances in the faculty responses to logistics included whether faculty employed in-country service providers to handle student housing, domestic transportation and other important functions. But one area that did not appear in Goode's typology, though materialized in this study during the interviews, was admissions and enrollment management, as previously mentioned.

Missing elements in logistics dimension: admissions and enrollment management. Admissions and enrollment management for study abroad programs are additional administrative responsibilities that surfaced during the interviews that could conceivably fit within the logistics dimension in Goode's typology. Whereas application processing fell within the purview of the study abroad office according to the faculty

participants, admissions decisions and enrollment management (which involves having an understanding of the appropriate size for a study abroad program so that it does not become overpopulated with students, drain valuable resources, and exhaust the program staff onsite) were typically controlled by the faculty directors with guidance from the study abroad office. For a small percentage of faculty directors (Jack, Patrick, Diane, and Justin) the topic of admissions to their short-term programs was of paramount importance since they wanted to exert control over the selection of the student cohort. For example, Diane frankly expressed the rationale behind her selection of students for her summer program in central Europe:

We look at the class as a whole. We want a diverse group of students. So we don't just look at GPA, I mean, I would say GPA in a way is less important because everybody has a high GPA these days... it [student selection] is [based on] a whole range of factors and sometimes we get it really right and sometimes we don't... we try to analyze our choices and I think one of the things that we are a little more looking for are the spoiled rich kid who is really not going to add anything to the program and has been to Europe a million times.

In the previous chapter, I referenced another faculty director, Patrick, who added a new item, a cultural aptitude quiz, to the application for his program. He proceeded to implement this online quiz despite resistance from the study abroad office at his home institution that felt the use of this tool would potentially bias his decision-making for selecting students for his program. Patrick's insistence on introducing this new component to the application process to boost his prospects for selecting more adaptable students for his summer program in Cuba further demonstrates the perceived value that some faculty directors place on the admissions process. This may be the case in particular for more

popular, competitive programs that grant the directors a high degree of selectivity in admitting students from differing backgrounds, which makes admissions and enrollment management recommended additions to the list of responsibilities assigned to the logistics dimension in Goode's typology (see Table 11).

Implications for future research, practice, and policy in the logistics dimension related to admissions and enrollment management.

Implications for research. Faculty decisions on admissions for study abroad may vary widely depending on any number of characteristics: program size and space available in any given year; the faculty member's own attitude towards diversity and whether this is given priority over other considerations; program pre-requisites; along with the ways in which the short-term study abroad program is promoted (findings demonstrated that the study abroad office is often involved in the marketing and recruitment efforts of these study abroad programs). Studies on the demographic profile of students who study abroad (Salisbury, Umbach, Paulsen & Pascarella, 2008) have often focused on factors that may be influencing students' decision making to study abroad, such as their social and cultural capital as well as their financial background.

Other studies, such as Brux and Fry (2009), point to institutional impediments such as inadequate advising on campus, lack of targeted marketing as well as insufficient faculty support in motivating diverse, under-represented students (in this case, African-American students) to study abroad. Empirical research might look at how faculty directors select students for short-term study abroad programs to determine any hidden biases that may be limiting the prospects of minority students from attaining a space on a given study abroad program. For example, as part of an empirical study, faculty directors could be sent the

names and basic demographic information for fictional as well as actual study abroad student applicants to determine if the faculty participants harbored any unconscious biases against minority students. This type of study could draw from the wealth of research on discriminatory practices against, women, African-Americans, disabled employees, immigrant populations, and other minority groups in real-life workplace settings, resulting in hiring discrepancies as well as salary and promotional inequities (Bielby, 2000; Yakushko, 2006).

Implications for practice and policy. Study abroad offices may want to craft policy guidelines for faculty directors to ensure that they are engaged in recruitment and admissions activities that optimize the potential for a diverse student yield. The Forum on Education Abroad's 'Standards of Good Practice' includes a section on maintaining fair, ethical, and transparent recruitment and selection processes that may be of use for directors and study abroad offices.

Lastly, two practice-based implications, would be 1) organizing faculty training on unconscious bias in the admissions process, and, 2) establishing a clear delineation of faculty roles and responsibilities for functions such as marketing and recruitment, as well as admissions and enrollment. Study abroad administrators should strive to make transparent the faculty roles and responsibilities in these domains (marketing and recruitment) as well as ways in which the study abroad office contributes to these critical efforts. This articulation of responsibilities can be embedded within the program development process and incorporated within a faculty handbook to ensure that faculty directors are aware of their roles and responsibilities including potential limits to their authority (for example, the study abroad office may set limits on how many students from other institutions can be enrolled in a given short-term program to guarantee that host institution students are given top priority in

admissions). Through this study it became evident that by establishing this division of responsibility in the early stages, study abroad administrators may avoid potential conflicts with faculty directors in later years should the faculty directors become more protective of their autonomy.

Unlike the logistics dimension where faculty are sharing responsibilities with the study abroad office (such as annual budget-setting) and have limited control, the intercultural dimension allows directors greater latitude, especially with regard to implementing culturally-enhancing activities into the program itinerary.

Variations in Faculty Responses and Missing Elements (Intercultural Dimension)

Among the faculty participants in the study, the divergence of approaches to the intercultural dimension was another discernible finding, with some directors demonstrating a strong, value-based commitment to fostering cultural immersion opportunities for their students, especially with summer language programs that featured homestay living arrangements. Although some short-term programs feature host families, it was evident from the data in this study that there may be valid reasons for other programs to opt out of homestay living arrangements, including the program setting, living costs, language barriers, and whether the program has frequent excursions requiring overnight stays in a variety of locations.

Through this study, it became clear that short-term study abroad programs that focus on language acquisition or disciplines such as global health, sociology or anthropology tended to prioritize cultural immersion, as opposed to non-language programs with other themes (for example, philosophy, finance, engineering, or business management programs) that operate in English-speaking locales which offered minimal immersion opportunities.

This finding is relevant for study abroad offices so that they can determine the degree to which individual program mission and goals prioritize cultural immersion. Faculty from disciplines outside of the humanities may be less familiar with the intercultural dimension, thereby benefitting from additional training and support from the study abroad office on ways to build in genuine cultural immersion activities.

Implications for future research, policy, and practice in the intercultural dimension.

Implications for research. Goode's (2007) case study tested the level of intercultural development for the eight faculty participants who volunteered to be interviewed in his study. He used a popular assessment metric, the Intercultural Development Inventory (IDI), based on Bennett's (1993) "Developmental Model of Intercultural Sensitivity." This quantitative approach may be worth replicating on a larger scale with faculty from several institutions. While my study did not statistically measure each individual faculty participant's intercultural development profile, future research projects could borrow from Goode's research design by using an assessment tool like the IDI, to determine whether there is alignment between the faculty directors' intercultural competence and the stated goals of the study abroad program.

Implications for practice and policy. Goode (2009) also advocated training strategies such as workshops led by experienced professionals in the field of intercultural skills development. While this was a useful recommendation, it might also help if the study abroad office provided clear guidelines to faculty directors on minimal immersion components expected for each program, to set a baseline that is also informed by the university's globalization mission as a whole. Students would ultimately benefit from these

institutionally-driven efforts to train faculty directors for these competencies by offering unified standards on cultural immersion for each program.

Host culture integration. With regard to integrating students into the host culture, a variety of activities can be considered as well, including establishing homestays if possible so that students can live, eat and socialize with host families to learn about their customs; organizing social exchanges with college-age peers from the host country; initiating student-led, conference-style presentations (perhaps as a final project assigned to students) where members of the local community can attend and participate in academically-oriented discussions; or having students volunteer in community-based service activities such as teaching English in a school for migrant children. Through more culturally immersive programming, faculty directors can facilitate more substantive engagement between their U.S. students and citizens of the host country.

This study produced examples of deeper intercultural engagement, most notably, Victor's program in Morocco and Dan's program in South Korea. The former is a language and culture program, while the latter is an urban architecture program, yet both programs enable students to have regular contact with local citizens through a comprehensive array of academic and cultural activities. For example, Victor has his students interact with host country citizens from non-government organizations as well as students from locally-based universities to integrate the theories learned in the classroom with real-life practice. Likewise, Dan takes his student cohort to several universities in Seoul that have leading architecture programs to interact with their college counterparts and engage in discussion on differing styles of architecture, especially western and eastern paradigms.

This stands in stark contrast to short-term study abroad programs that offer standard museum tours or field trips to popular tourist areas with minimal interaction with the local population. Even safari-style adventure tours into more remote, exotic locations may end up inadvertently marginalizing the host country community, reinforcing colonialistic attitudes among the students in the program as a result (Ogden, 2008). Non-language study abroad programs that operate in large capital cities, such as Sydney or London, can also benefit from increasing student contact with college students from the host city in local institutions of higher education through curricular or extracurricular functions or through service learning activities as described above.

Missing element in the intercultural dimension: cultural mentoring. A topic that is listed in Goode's study as a faculty responsibility within the academic dimension, but which only rarely surfaced during the data collection phase of my study, was faculty mentoring. While Goode did not go into detail on why mentoring was considered a worthy endeavor from the faculty he interviewed in his study, it is worth noting that mentoring can be a highly valuable practice, not only within the academic domain, but also on the intercultural dimension as explained by Vande Berg, Connor-Linton and Paige (2012):

The topics and skills that a cultural mentor ought to teach students abroad includes helping them learn to reflect on what and how they are learning, to become culturally self-aware, to suspend hasty (and frequently negative) judgments in responding to people and events, to learn to communicate flexibly, and so on. (p. 30)

In Table 11, I have added intercultural mentoring as another responsibility within the intercultural dimension, in light of the research that supports the role faculty can play in guiding students to become more aware of what they are witnessing when abroad and to

intervene as needed by encouraging students to suspend negative judgements and stereotypes (Vande Berg, Connor-Linton, and Paige, 2009). Students on non-language short-term study abroad programs in English-speaking countries may not realize the depth of the intercultural differences in their host country, especially if they choose to spend time in popular tourist districts with other American students or if they insist on using Facebook or other social media platforms to communicate with their friends and family members back home, missing out on the cultural nuances around them.

While the benefits of faculty mentoring abroad on study abroad programs (either long or short-term) are supported through recent studies (Engle & Engle, 2003; Hammer, 2012, Vande Berg, Connor-Linton & Paige, 2012) certain considerations should be taken into account for any faculty interested in mentoring on their programs: 1) some director's may be lacking in their own intercultural development themselves (or may be unfamiliar with mentoring students for the explicit purpose of boosting their intercultural competency), 2) since these are short-term study abroad programs, there is much less time on the ground for faculty to work individually with students in a mentoring capacity, and 3) the size of the student cohort may also prohibit mentoring relationships for programs with more than 10 students. Nonetheless, despite these considerations, onsite cultural mentoring by faculty directors should be factored into study abroad program and curricular planning when possible as a powerful tool to enable students to contextualize their observations abroad and avoid simplistic stereotyping in the process.

As illustrated in this section, the intercultural dimension can be a challenging construct for faculty as well as study abroad administrators. Students may decide to 'tune out' quickly and limit their engagements with the host country for any number of reasons,

including homesickness or feeling overwhelmed by culture shock, which can occur on short-term programs. Technology, especially the widespread use of social media, may also weaken the student's ability to fully participate in program activities by distracting their attention. Faculty directors must remain vigilant when implementing cultural immersion activities that provide students with key opportunities to learn about the host country in authentic ways. Setting up homestays is one time-tested way to encourage students to interact with their host families, though various other forms of engagement can be built into the program itinerary as well, including service learning opportunities with local communities. Study abroad office administrators can play a vital role in providing new directors with suggestions and encouragement on how they can integrate cultural immersion with the academic goals of the program. This brings us to the last dimension in Goode's typology: the academic dimension.

Variations in Faculty Responses and Missing Elements in Goode's Typology (Academic Dimension)

In general, faculty approaches to teaching and student learning shared certain characteristics as reflected in responses from this study's participants in how they balanced classroom teaching with field trips and extracurricular activities. A number of faculty directors in this study, including Sue, Tina, Patrick, and Carol, highlighted their interdisciplinary approaches and mentioned how students benefit from exposure to pedagogy that incorporates multiple disciplines in the field. All faculty directors agreed on the powerful impact that study abroad offers students academically and personally by exposing students to a different cultural setting in a unique educational context. What stood out in the findings from this study was the degree to which faculty directors applied experiential learning pedagogy and practices to their short-term programs abroad, as the next section illustrates.

Experiential learning. As argued by Passarelli and Kolb (2012), faculty directors who design short-term programs that feature purposeful interactions between students and local residents, allow students time to reflect on their observations, and then apply what they have learned in a classroom setting to a real-world environment, are implementing experiential learning practices. While some of the faculty participants in this study (Eric, Laurie, Dan and Sue), demonstrated a solid understanding of experiential learning principles, other faculty directors appeared to be less familiar with this alternative pedagogical approach, judging from their responses.

Understanding the theory and practice of experiential learning is necessary to support and legitimize academic integration of an international experience with the rigor and credibility afforded to traditional discipline-based learning. (Montrose, 2015, p. 3)

This study revealed that faculty participants employed a wide range of pedagogical approaches that in select cases incorporated experiential learning principles best suited for a study abroad experience. As Kolb (1984) emphasized, experiential education requires the transformation of experience into abstract concepts (knowledge), which is then applied and tested through action. While some international education practitioners consider study abroad an automatic example of applied experiential learning, in fact, some international programs may not be employing the key facets of experiential education described earlier: collaboration in a community of learning, with critical analysis, synthesis, and reflection on strategically chosen experiences in the field.

When I asked the faculty participants to compare their teaching and administrative responsibilities on campus versus abroad, the intent was to gauge whether they were planning to implement experiential education practices on their overseas programs. The resulting

feedback suggested that many of the pedagogical adjustments made for their course instruction abroad were related to scheduling, for example, reducing the length of required papers and allotting sufficient time for field trips. It was less evident from the data gathered in this study that the faculty directors were shifting their teaching practices while abroad to employ experiential education, hence missing out on the opportunity available to enable students to take advantage of the unique learning environment abroad and to bridge the gap between theory and practice. As Lutterman-Aguilar and Gingerich (2015) explain:

Experiential international education requires skilled facilitators (faculty or staff) who are trained in experiential and intercultural education and aware of key issues in the field of study abroad itself. While expertise in specific academic disciplines and knowledge of the host country are extremely important, they are not sufficient in and of themselves to make the study abroad program successful. Educators in the field require specialized training in experiential pedagogy. (p. 71)

The findings from this study demonstrated that key principles in experiential learning in the study abroad context are not always evident in practice, even with veteran faculty directors. Directors who neglected to repurpose their course when taught abroad might be sacrificing experiential learning opportunities represented in Kolb's learning cycle, especially by limiting students' ability to reflect on their in-country observations and synthesize ideas taught in class with the everyday realities they are witnessing within the host community. Fortunately, there are a number of illustrative studies as well as existing policies and practice in the area of experiential education that can serve as useful touchpoints for faculty directors and administrators, as demonstrated in the following section.

Implications for future research, practice and policy in experiential learning.

Implications for research. The value of infusing experiential learning components to a short-term study abroad program has been demonstrated in studies (Braskamp, 2008; Citron & Kline, 2001; Passarelli, & Kolb, 2012). Yet more research in the area of long-term effects of experiential learning abroad would be beneficial, especially longitudinal studies that survey students on short-term programs and their impact on students' higher order learning, including critical thinking development well after they graduate. Results from these studies would provide leverage for senior-ranking university officials seeking to instill experiential learning in study abroad, perhaps leading to greater buy-in with faculty who are less familiar with this alternative pedagogical approach.

Implications for practice and policy. Lutterman-Aguilar and Gingerich (2015) provided training ideas drawing from professional practitioners in experiential education that study abroad offices can offer faculty directors, to enable them to incorporate key components of this alternative pedagogical philosophy. For example, faculty directors can start by building in more class time for student reflection while reducing content-based instruction. Moreover, directors can place greater emphasis on pre-departure orientation to better prepare students for the intercultural experience awaiting them abroad, as well as post-program re-entry activities to give students the necessary time and space to debrief and process their experience. Faculty directors who seek additional information on best practices in experiential education, can also consult the National Society for Experiential Education (NSEE), a professional association for practitioners of experiential learning, which has published the following "Principles of Good Practice," (2008): intention, preparedness and

planning, authenticity, clarity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation, and acknowledgement.

Tina's strategy on hosting multiple pre-departure meetings fits well within the NSEE's second Principle of Good Practice (2008), "preparedness and planning":

Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined.

Lastly, faculty and administrators who are skilled in designing programs that foster genuine experiential education (including practitioners of community-based service learning) can offer their insights through panel discussions or workshops so that new faculty directors can maximize their opportunity to provide a profound learning experience for their students despite the abbreviated nature of their study abroad programs.

Missing elements in the academic dimension: inclusive teaching. Since one of the goals of experiential learning is to enable students to become independent, self-directed learners, it stands to reason that faculty directors should employ inclusive teaching practices, which according to Sweeney (2013) ensure that individual students from diverse backgrounds with differing learning styles are accommodated in the formal (course assignments and activities) and informal curriculum (advising, orientation materials and extracurricular activities). By engaging in inclusive teaching pedagogy, faculty are implementing a student-centered approach to the study abroad experience for students. One faculty participant (Sue) mentioned inclusive teaching during her interview:

I am very involved in inclusive pedagogy and my institution has become much more diverse since the time that I have been here, like other predominantly white institutions at some point. It's true that there are a lot of tensions and growing pains all over our country as we see it today. So, I think that being involved in those kind of discussions, being interested in those areas... has informed my ability to take a diverse group of students to a place like Africa where we are all together all the time and I help the students work through any issues that may come up.

While only one faculty member (Sue) specifically mentioned inclusive teaching in this study, this teaching practice could be a useful addition to Goode's listing of responsibilities within the academic dimension, especially with the increased student diversity now observed within the demographic profiles of U.S. undergraduate students partaking in study abroad experiences (see Table 10). A more diverse cohort will likely entail students having differing learning styles- faculty directors who understand universal design principles such as presenting information in class orally and visually may be better able to sustain student interest and offer a more meaningful learning environment for their students. Additional suggestions on further research, policy and practice with inclusive teaching abroad are provided in the next section.

Implications for future research, practice and policy in inclusive teaching.

Implications for research. While studies on inclusive teaching in higher education typically focus on campus-based pedagogy (Hockings, 2010; Lage, Platt & Treglia, 2000), there is a growing body of research that focuses on the various ways that faculty directors can employ inclusive teaching practices on a study abroad program, especially case studies (Chakraborti-Ghosh, Orellana & Jones, 2014). More research needs to be done on faculty

perceptions of inclusive teaching since there are many interpretations of this teaching approach and directors accustomed to more traditional teaching styles, including those exhibiting a heavy reliance on lecture-based discussions in class, may lack a comprehensive understanding of instructing a diverse student cohort in this manner.

Implications for practice and policy.

Many universities feature centers for teaching innovation where faculty can participate in workshops and collaborative training exercises to hone their skills. This type of training would encourage directors to broaden their understanding of instructional strategies for creating an inclusive learning environment abroad. This includes establishing safe learning spaces on the program along with applying best practices in leading multicultural group discussions on sensitive topics such as gender roles, societal views on minority groups, and economic disparities that may stem from a legacy of colonialism in certain countries. Lutterman-Aguilar and Gingerich (2015) explain why discussing these topics is so crucial:

Students should engage in dialogue with people of diverse backgrounds whenever possible because true global awareness and intercultural competencies can only be developed through encounters with diverse populations within dominant cultures. (p. 67)

Summary of Findings Applied to Goode's Typology

This study reaffirmed the value of Goode's typology as an analytical framework for understanding the general responsibilities of a faculty director of a short-term program.

There did not appear to be any major weaknesses or flaws with the four dimensions.

Although I did not detect any major new dimensions from the findings in this study, findings

from this study would suggest inserting certain responsibilities in each dimension to Goode's typology to update this organizational rubric as demonstrated in Table 11.

Table 11

Goode's Typology with Suggested Additions from Study Findings

Faculty Director Dimension	Responsibilities (original)	Suggested additional responsibilities to incorporate into Goode's typology
"Dean of Students" dimension	Student social life, student group dynamics, student mental health, student physical health, student safety, and student alcohol use.	Sexual assault awareness (Title IX compliance)
Logistical dimension	Program logistics, scheduling, administration, staff management, and budgeting.	Application processing, admissions and enrollment management
Intercultural dimension	Familiarity with the study abroad program sites ahead of time, and intellectual insights about the culture of the sites to share with students	Pre-departure orientation; interactive engagement with local residents; intercultural mentoring
Academic dimension	Curriculum development, teaching, grading, and academic mentoring.	Inclusive teaching practices; experiential education principles and pedagogy

The value of Goode's rubric extends beyond offering basic categories in a table. The typology offers a roadmap for identifying training opportunities for new faculty directors through offices and centers that are best situated to lend their expertise. But Goode's typology, even when enhanced with the additional responsibilities outlined in Table 10, falls short of understanding why faculty choose to direct an overseas program considering the

intensity of the experience, significant workload involved in program preparation and implementation, and high degree of risk including terrorism or natural disaster affecting the entire group. Moreover, what personal attributes, including their strengths, skills, and prior learning do experienced faculty directors bring to the table that help them become more proficient in the complex array of responsibilities? These are equally valuable considerations within international education, so to learn more from an internal perspective, I will examine Neumann's five learning propositions one final time in the next section to determine what insights may be of most value for administrators and faculty interested in leading a short-term program abroad.

Neumann's Propositions Re-examined

The purpose of Neumann's (2009) learning propositions was to synthesize the findings in her earlier research projects during the 1990s (respectively labelled the 'People's State University' and 'Four Universities Projects') which examined the intellectual, professional, and personal learning of recently tenured professors from six major research U.S. universities in order to more clearly discern what, where and how faculty were learning from their profession.

In the following sections I will discuss how the findings from this study enhance Neumann's conceptualizations of these propositions and offer implications for research, policy and practice.

Proposition One: Professors' Learning as Incidental with Limited Training

Incidental learning. In Neumann's (2009) study, she expressed the synergistic relationship between learning and work: "the work in which professors engage...involves acts of cognition, of knowing, for to do the work is to get to know the work. And to get to

know something is to learn it” (p. 255). According to Neumann (2009), scholarly learning from a professorial perspective also encompasses teaching, research, outreach or service, and from various aspects, including “subject matter, technical processes, or social and cultural features” (p. 256). There are two ways one can learn new skills for their work: intentionally through facilitated training or research, or incidentally, when new challenges and opportunities emerge in the classroom, lab, or overseas on a study abroad program. Unlike experiential learning which features guided reflection and synthesis of ideas drawn from experiences, incidental learning is more happenstance, as depicted by Marsick and Watkins (1990): “Incidental learning includes learning from mistakes (including how people frame experiences as mistakes), learning by doing (including trial and error experimentation), and learning through a series of covert, interpersonal experiments” (p. 13).

Neumann’s first proposition suggested that faculty members’ scholarly learning is a synthesis of both intentional and incidental discovery, operating in complex ways either through collaboration with faculty peers from their own department, a different department if they are engaged in interdisciplinary research or teaching, or alone.

Applied to the study abroad context, findings in this study point primarily to incidental learning in the field, more akin to learning on the job, which contributes to the unique nature of the directorship position. Unlike disciplinary learning that occurs first through enrollment in a graduate program and is then enhanced through regular academic collaboration with faculty peers on campus or at conferences, the role of faculty director is inherently solo (aside from programs that have co-directors), without the benefit of peer collaboration or oversight from a department chair. The demands of the director’s work overseas are often misunderstood by other faculty colleagues back on the home campus who

may consider teaching and leading a program abroad as similar to enjoying an overseas vacation at the university's expense. Kim conveyed her annoyance in these situations during her interview, saying, "It was such hard work, and I was by myself. I had no family members coming over at all or anything [while abroad]...I got back and you'd have thought I had been on a holiday or on a sabbatical."

Limited training. This finding reveals the unique role of a faculty director and highlights the challenging work ahead for any study abroad office when it comes to training and preparing faculty to lead a short-term program abroad. Providing new directors with a handbook or inviting them to one or two in-person meetings with faculty leaders before they go abroad may be inadequate to address the many challenges of the faculty director position that have been described in this study. Whether handling complex group dynamics (including racial or gender divisions that may emerge within the student cohort), responding to a student suffering from a severe mental health problem without immediate access to student support services on campus, to implementing experiential education principles that stand in stark contrast to traditional pedagogical practices on campus, new faculty directors may not be adequately prepared for this experience without sufficient guidance and training from their study abroad office. As a result, faculty directors abroad are learning in an incidental manner over time from their on-the-ground experiences, raising the risk threshold for serious mistakes.

Implications for future research, practice, and policy on faculty learning as incidental.

Implications for research. The majority of research on incidental learning has centered on cognitive psychology as well as education in the workplace (Kelly, 2012). The

benefits of this style of learning include the enjoyment of self-discovery in a natural setting, and the ability to exercise autonomy in the learning process. On the other end of the spectrum, the problems associated with incidental learning include retention of inaccurate or distorted perceptions, or fossilization of habits without adequate self-critiquing. (Cecil & Rothwell, 2006). Empirical research on the nature of incidental learning by faculty directors within the study abroad context would be useful perhaps through a phenomenological study with onsite participant observation by the researcher.

Implications for practice and policy. To prevent the aforementioned negative outcomes from incidental learning, assessment by a third-party is needed. As argued by Halliday-Wynes & Beddie (2009), the application of online technologies including e-portfolios may offer ways to encourage faculty to reflect and share their experiences in real-time with university administrators as a way to assess their continued progress, along with periodic onsite program reviews conducted by study abroad administrators and faculty or senior-level administrators. Other assessment tools include final written reports from directors at the conclusion of their program though this may lead to inaccurate self-reporting due to possible memory lapses, or deliberate omission of any potentially embarrassing mistakes made on the program.

Assuming there is limited training and oversight from the study abroad office in many institutions of higher education, the question is raised: what may be influencing the decision-making process of faculty directors when they are confronted with difficult situations in the field?

To address this question, it is important to gain a deeper understanding of the faculty member's personal background, including their prior learning experiences both in the host

country location (including whether they had lived and worked in the country before becoming a faculty director), and on their home campus. This leads us to Neumann's second learning proposition.

Proposition Two: Prior Learning from Previous Experiences in Host Country and Knowledge of Student Culture

Previous living experience in host country. In probing faculty participants on what influenced them to direct a short-term study abroad program, I inquired whether they had prior experience living and working in their host country prior to becoming a faculty director. If the amount of time they spent living, working, or conducting research in the host country was minimal, then this may suggest the need for additional support in preparing for this challenging role, especially in developing countries with a deficient infrastructure.

Conversely, faculty members who have had prior experience living and working in the host country (especially if they are native citizens from the host country), will likely have a significant advantage in grasping some of the core responsibilities of the directorship, including the logistical and intercultural dimensions, by having more in-country expertise. However, this raises the question of whether faculty directors will be open to training from the study abroad office or other administrative units, a question that was raised in this study with mixed responses. Faculty receptivity for additional training is a key concern for study abroad administrators who grapple with faculty leaders that may be unwilling to sit in on trainings on key topics (unlike other professional fields, such as accounting, that require professionals to continually educate themselves to stay licensed). Institutions that do not provide—or do not require—regular training for faculty directors on pressing issues, such as students' mental health while abroad, will run the risk of endorsing faculty directors with

insufficient skills should a real crisis emerge. As was evident in this study, even veteran faculty directors with over 20 years of experience may have never dealt with a severe crisis such as a terrorist strike or a natural disaster impacting the program participants.

Knowledge of student culture. In addition to inquiring about faculty participants prior experiences living and working in the host country abroad, I also asked faculty participants another question related to their prior learning: whether their knowledge of student culture from their host institution informed their work as a faculty director of an overseas program. The majority of faculty participants indicated that indeed, their understanding of student culture from their on-campus teaching and research was useful, as Patty expressed:

I think you have to know your audience, right? ... I think it's certainly helpful to know what the basic student community is like. And to use that to help you – help inform your teaching and your directorship of a study abroad program.

But the limited time spent with students on the home campus was also deemed insufficient to really understand students on a personal level, as Greg articulated in his interview, “The students here [on the home campus], you see twice a week. And it tends to be a larger group. So it's kind of like a blur if I don't wear my glasses!” In fact, there was a consensus among faculty directors that the study abroad experience presents a unique opportunity to discover students as individuals, freed from the campus confines and allowed to explore a new identity abroad. Helping undergraduates navigate this newfound opportunity at self-discovery is a skillset that some faculty directors may not expect to be included in the job description of a program director.

Implications for future research, practice, and policy on faculty prior learning.

Implications for research. This study examined possible linkages between any prior experience faculty directors may have had living and working in the host country before they began leading a short-term study abroad program at that site. Other studies have explored the question of whether faculty who engage in internationalization activities, such as education abroad, are sufficiently trained for this challenging endeavor, finding that in some cases, they are not. (Sanderson, 2007; Schuerholz-Lehr, 2007). Moreover, as argued by Schuerholz-Lehr (2007), prior experience living in another country alone does not equate to successful implementation of an intercultural curriculum:

High levels of personal capacity and experiences with other cultures and languages apparently do not automatically provide faculty with the competence to carry out the intellectual processes necessary to deliver interculturally sensitive/competent curriculum. (p. 193)

Measuring the degree to which faculty's cultural competence and world-mindedness connects to their curriculum and teaching practices on the home campus poses interesting avenues for future research, especially when applied to faculty directors teaching abroad on a short-term program. Other pertinent areas of research could focus on faculty perceptions of student identity.

Research (Taylor, 2008) maintains that student's identities (for example, gender, race, religion, and sexual orientation) are socially constructed and still in development during their college years, requiring a more sophisticated understanding of these dimensions and how they intersect within the study abroad context. Torres, Jones and Renn (2009) argue that

those in the majority may not even be aware of their negative influence on minority members in the group:

Societal views of a privileged majority can influence how the identities of minority group members are seen and valued. The majority's views are often associated with historical biases and can promote a negative image of the minority group and its members, thus prompting a tension between a minority group's beliefs and societal views of the group. (p. 584)

Further studies on faculty directors could employ participant observation onsite to assess the power dynamics at work on a study abroad program, including perceptions of students from minority backgrounds on whether they feel their contributions to the program are valued by the director.

Implications for practice and policy. A practice-orientated recommendation would be for study abroad offices to implement brief pre-program site visits for faculty lacking in international experience in the host country. While permitting these short trips is a common practice for some universities, one idea generated from this study would be to pair new faculty on these site familiarization tours with experienced faculty directors who are familiar with the host country (or neighboring countries in the same region), to extend their cultural guidance and expertise for the new director. This support would be worth the institution's financial investment as long as the goals of the site visit were laid out in advance and the new faculty director given direction on how to complete a substantive post-trip report.

As discussed at the beginning of this chapter on the challenges involved with handling group dynamics onsite, faculty directors may have limited exposure to student identity issues in general. Since study abroad programs often feature students living in close

quarters with each other, experiencing intense emotions at times, it can also be helpful for faculty directors to learn how to navigate sensitive issues such as their students' sexual orientation and how it may intersect with a students' developing identity and well-being while studying abroad. Faculty directors who come from majority backgrounds demographically may further benefit from specialized training on innate biases from a department that caters to professional development in this sphere, such as the office of institutional equity. Lessons learned from these trainings can then be shared with students in pre-departure to better understand individual student values and beliefs, especially with students from minority backgrounds. Although some faculty directors may feel out of their depth on issues related to student's identity formation, they universally displayed more confidence on the subject of their scholarly learning, which connects to the third learning proposition described in the following section.

On the policy front, study abroad offices may set up a policy that new directors who lack prior experience in the host country where they wish to lead a short-term program must be supported by onsite staff, such as a locally-hired program coordinator or a teaching assistant, to reduce their administrative workload, especially in handling logistics onsite. Findings in this study revealed that some of the faculty participants, such as Sue and Carol, were not provided with adequate personnel support for their respective programs, where they both lacked prior work experience, resulting in an excessive workload and the potential for a distracted, overburdened director to lose focus on individual student concerns.

A second policy recommendation is for study abroad offices to articulate within their faculty handbooks what the institutional expectations are for directors when it comes to interacting with students and their various identity issues in keeping with the university's

overall mission statement. Faculty directors should also be apprised of university policies on responding to any grievances from students to ensure that proper protocols are followed with the appropriate office or department.

Proposition Three: Professors' Scholarly Learning Abroad

Neumann's study aimed to understand how faculty members acquire subject matter knowledge over time, and how they shape their expertise of that subject matter through interactions with communities (and even subcommunities) of scholars. The findings in this study, which attempted to gauge what faculty members may have learned about their own disciplinary area of expertise through their experience teaching and leading a short-term international program, were illuminating: while some faculty directors indicated that their teaching abroad deepened their subject matter knowledge, others denied any marked enhancements in their learning on a scholarly level.

This particular finding was somewhat surprising, though it may be that the intensity of leading undergraduates abroad, the short duration of the program itself, and the frequent travel prohibit the faculty director from conducting the type of academic research and writing necessary to advance their scholarly learning while abroad. Or perhaps faculty directors are not encouraged to reflect on their experiences and publish their stories in a higher education journal. Eric, who is an anthropologist, did not appear to mind the trade-off between professional advancement in academia with his long-term management of an intensive summer field-based program in Guatemala:

I could have become a full professor by now by writing more articles if I wasn't doing this [directing a short-term program] in the field for 24 years... because that's usually when most of my colleagues do most of their writing during the summer, and

I feel like I can't really divert my attention. It's draining work to be managing the summer program all the time.

Yet in his post-interview reflection questionnaire, Eric attested to the fact that through his work as a faculty director of a summer program in Guatemala he had learned how to be a better researcher and more skilled in working with local residents of the host country community, which are equally valuable professional skill sets. His discovery sheds insight on the contribution of scholarly learning beyond the disciplinary context. Neumann (2009) articulated the variety of ways that faculty may engage in the scholarship of teaching and learning by positioning their ideas in new contextual settings (such as the host country), as well as representing their knowledge in alternative ways: for example, having students conduct field-based research, as described by Eric in the study that cannot be replicated on the home campus. Lastly, the transformative power of the faculty-student relationship abroad can be conceived as a form of scholarly learning in its own right as several faculty directors attested to the ways their students contributed unexpected insights throughout the program, in some cases because the student in question approached a class topic without any prior knowledge of the subject matter, thereby offering a fresh perspective.

Implications for future research, practice, and policy on career impact of study abroad directorship for faculty.

Implications for research. It was evident in this study that faculty participants found the intellectual engagement with their students to be one of the major highlights as well as the opportunity to learn about their students in deeper, more meaningful ways. This observation has been made in prior studies (Rasch, 2001; Watts, 2015; Savishinsky, 2012) on faculty who lead short-term programs abroad. These same studies have also shared common

concerns among some of the faculty participants that their work teaching and leading a program abroad were not sufficiently valued by administrators back on the home campus. These concerns were echoed by a few faculty participants in my study such as Kim and Eric when they described how their faculty peers on the home campus failed to grasp the significance of their international work.

Future research could examine perspectives from university administrators in key offices that drive internationalization efforts to gauge their awareness of what motivates faculty to lead programs abroad. This remains a significant area for further study since there may be a disconnect between a university's lofty globalization mission statement with the reality of faculty directors who return from their short-term programs to find that their own academic department misunderstands the import of their work. As mentioned previously, by directing and teaching on a short-term study abroad program, faculty directors are expanding on the notion of scholarly learning by recontextualizing their ideas in unique cultural settings, and in some cases experimenting with alternative pedagogical practices, such as experiential learning. Such forms of scholarship abroad may not meet the academic expectations of campus-based faculty colleagues who foster a narrower conception of scholarship through a disciplinary lens, which may contribute to some directors feeling isolated within their own departments upon their return to their home institution. The practices and policies recommended below may help mitigate this problem.

Implications for practice and policy. Unfortunately, research has shown that some faculty choose to opt out of leading a short-term study abroad program due to institutional obstacles, such as lack of financial resources, restrictive tenure and promotion policies and alternative disciplinary priorities (Green & Olson, 2003; Savishinsky, 2012; Viers, 2003). On

a macro level, institutions of higher education that realign their tenure and promotion systems by adding service activities and off-campus curricular programming to traditional campus research and publication activities may see a greater investment from faculty in endeavors such as study abroad. Implementing such policies would likely require a renewed commitment to reinvesting university resources in the faculty who deign to lead an international program, but this investment could reap longer-term dividends if the university can point to significant learning gains (intercultural, personal and academic) among the students who partake in these international experiences.

On a micro level, by opening new lines of faculty involvement, study abroad offices may be in a better position to replace outgoing faculty directors with a suitable successor from the same department, though additional hurdles may need to be confronted, including whether the retiring director has controlled their program's curriculum and is willing to share it with the incoming faculty leader. This study made it clear that many faculty directors take great pride in their work, especially if they had created the program in the first place. Since issues of power and control among faculty may intervene to thwart a smooth succession among directors, university administrators should work in advance to strategically recruit faculty from within departments to build a rotation among faculty directors that could sustain programs over time.

Another practice-based recommendation would be for study abroad offices to give faculty directors the opportunity to showcase their work abroad in academic panels or publish their education abroad experiences in peer-reviewed journals on international education including selected case studies. Conferences on education abroad provide another optimal environment for administrators and faculty to deepen their understanding of

experiential education and its transformative impact on students as well as directors. Through these efforts, universities can hopefully facilitate new discussions on the scholarly dimensions of directing a short-term program abroad.

For a number of faculty directors in this study, their overseas work leading a study abroad program, while perhaps not augmenting their scholarly learning, appeared to serve as a supplemental pursuit that fulfills other personal needs. This leads to the next learning proposition.

Proposition Four: Professors' Scholarly Learning as Reflected by Personal and Emotional Experiences Abroad

By identifying professors' scholarly learning as infused with personal meaning that may be quite emotional, Neumann and Peterson (1997) deliberately blurred the intersection between faculty members' work and their personal lives: "A scholar's life may both give to, and gain from, her scholarly learning, thereby infusing scholarly work with personal meaning." Neumann (2009) argues that faculty scholarship is not restricted to the public good, but rather it has deep import to the individual scholar throughout their life as the faculty member develops her intellectual and creative abilities. In delving into this relatively under-explored realm (few studies on faculty learning and their professional development incorporate their personal and emotional experiences), Neumann offers a different lens to investigate faculty learning.

The notion of a professor's scholarly pursuits reflecting their personal narrative suggests a strong connection with their identity. In this study, ample evidence surfaced of faculty directors exerting extraordinary effort to direct their study abroad programs over a multi-year period due to their passion for engaging with students in an alternative educational

setting: the host country abroad. This was driven by each director's desire to facilitate the potential for a transformative impact for the student participants on their programs, offsetting the challenges as previously mentioned. Patrick expressed his sense of fulfillment and pride in sharing his love for Cuba with students through his program:

I find it personally and professionally rewarding creating opportunities for other people to study internationally. So, I get a kick out of it. I've probably brought hundreds of people to Cuba who would have never otherwise gone to Cuba, much less had the experience they did, were it not for me.

Implications for future research, practice, and policy on professional identity of faculty directors.

Implications for research. Through this study, the powerful stories and experiences shared by faculty directors illuminated the idea that the work they performed abroad was somehow tied in more deeply to their personal and professional identities than the researcher had anticipated. More exploratory research on faculty directors could focus on how this intersection between their personal and professional identities may be reconstructed over time based on their experiences leading an international program.

Implications for practice and policy. One practice-oriented implication may involve soliciting faculty feedback in more personal ways that can then be shared with other directors, perhaps through digital storytelling. By incorporating faculty perspectives in more personal, authentic settings, training of new faculty could be considerably strengthened, balancing the work of study abroad administrators.

In terms of policy, this study reaffirmed that faculty directors who commit to running a program over an extended period of time (for this study a minimum of four consecutive

years up to the current year), are subject to an opportunity cost since the time given to the task of preparing and then running a short-term program is considerable. One policy recommendation would be for colleges and universities to consider granting leave time of one semester for faculty directors based on a pre-determined length of service (example, every seven years of directing). These efforts by the university would need to be factored into the university's budget and departmental course load requirements for faculty but would serve as a tangible way for institutions of higher education to reward directors for playing such a vital role in the university's internationalization efforts. Moreover, granting leave time to faculty could help professionalize the faculty director position by boosting the appeal of this line of work, and reducing faculty burn-out.

The last learning proposition ties all of these threads together by focusing on the role that context plays in shaping the learning experiences of faculty directors.

Proposition Five: Context in Study Abroad as Learning Content: Host Country and the Community of Students

Neumann (2009) defines context as “patterns of knowledge and ways of knowing that constitute the diverse environments in which individuals, relationships, and communities grow and in which identities evolve” (p. 263). This all-encompassing term is pivotal for any study on faculty learning in an education abroad setting because the international environment as manifest by the host country itself is not static; changes in the political, economic, infrastructural, or social structure of the host country can quickly impact any program, requiring deliberate adaptation from the faculty director. Tina served as an example when she recently ended homestays for her students on her summer program in Russia due to increased traffic congestion, which made picking students up from their various homestay

locations and transporting them to their local university classroom nearly impossible to do in a timely manner.

In general, the faculty feedback on this question seemed to resonate more with countries undergoing profound change, including economic crises in the past few years. For example, the directors of programs in Greece and Spain mentioned some of the societal impacts of the economic recession. Fred discussed the rising unrest among the unemployed youth in his host country (Spain) who are fighting the government's austerity measures, as linked to a perceived decline in the national sense of morality. He incorporated these topics into his class on literature and film, bringing context to the everyday realities students were witnessing, but not necessarily understanding. Jack described the challenges he encountered in past years working with unscrupulous vendors in Greece where billing was conducted in a nontransparent manner. He noted connections with these practices to the larger economic crisis in Greece that was caused by widespread corruption. He was fortunate in the end to find a new and dependable travel agency founded by his longstanding program assistant (who serves as a a tour guide for the program). In short, faculty directors may be forced to adapt administratively as well as pedagogically to shifting political and economic realities in country.

In addition to the host country itself and its political, economic, and social dimensions, context is also shaped by the student community that comprises the program itself. By asking each faculty participant to identify any shifts in student attitudes and behaviors since they started directing their program, I sought to discern what they have learned from the students over the years and whether faculty leaders adjusted their programs based on changing student profiles. While faculty comments on the changing profiles of

students were wide ranging (see Table 9) and often positive, a few recurring themes emerged in this study: current students exhibiting shorter attention spans, placing more demands on the program director (higher expectations), and displaying more reliance on modern communication technologies, especially social media.

While there are likely a plethora of explanations for these perceived changes in the student profiles, perhaps Patty offered the most compelling rationale in her post-interview reflection questionnaire: “I think the combination of increased helicopter parenting for this current generation, as well as social media driving expectations of immediate responsiveness, might account for some of this [change in student profile].” Veteran faculty directors will need to stay attuned to these changes, or they may encounter difficulties in connecting with the younger generation, as Justin recalled in his interview when articulating some of the more challenging moments he has encountered while directing his program in Switzerland:

The greater the cultural and chronological distance from undergraduates, the harder it is to be on their same wavelength... And by and large, what you learn is how antique your cultural references are. They [the students] just don't get it. Now, there are some opportunities for making my references more accessible to the students. But that's probably the greatest barrier...

Patty and Justin both learned these important lessons from students on their respective programs, further demonstrating the need for faculty directors to maintain heightened awareness of these changes over time.

Implications for future research, practice, and policy on context in study abroad as learning content.

Implications for research. Countries undergoing major political, economic, or social transformation or upheaval offer a wealth of future research opportunities to pinpoint how faculty may be adjusting their curriculum as well as their administrative oversight responsibilities. Victor indicated his increasing concern for student safety in Morocco, a traditionally stable country, following the turmoil in the region that emanated from the Arab Spring. He also incorporated current themes from everyday Moroccan street life into his class on citizenship in the Arab World. In a similar vein, the political and economic repercussions from the June 2016 Brexit vote could affect study abroad programming due to evolving visa regulations as well as the potential for a spike in the cost of living in England due to tariffs imposed on imported goods from European countries. On a broader level, how the internationalization efforts of US universities adapt to these sweeping changes in the UK stemming from Brexit could be another area for future research.

With regard to generational changes in students, the commentary provided by Justin presents international education administrators and practitioners with another equally substantive area for further research. For veteran directors, remaining connected with university students could be a significant challenge in light of evolving student behavior and heightened expectations from one generation to the next. Research on millennial students and study abroad (Braskamp, 2008), has often centered on behavioral trends among students, as well as the role that parents may be playing in overprotecting their children, to the point where some parents are even arriving on the study abroad program site to ‘check on’ their son or daughter’s wellbeing. Future studies could investigate the impact of these generational

changes on students' learning outcomes from study abroad to determine whether their in-country engagement may be declining due to factors such as social media dependency as well as parental involvement.

Implications for practice and policy. Neumann's last learning proposition on context was quite valuable in terms of viewing faculty learning from a perspective that has been under-explored in scholarly research on international education. Study abroad office administrators will want to monitor faculty perceptions of the context in which they operate, both in terms of the program country if it is undergoing any significant type of political, historical, economic or social change, as well as the students themselves, who change in their own ways over time. According to Donnelly-Smith (2009), the ability of faculty directors to connect with their undergraduate students while abroad is an essential ingredient to the success of the short-term program, since the demands of the position require both pedagogical expertise as well as a commitment to providing pastoral care for students that greatly exceeds what is expected on the home campus. It stands to reason that faculty directors who become disconnected with their students by not keeping current with their changing profiles, will potentially struggle to foster the type of cohesion that is so critical for a program to succeed.

From a policy standpoint, study abroad administrators should consider parental involvement with the student experience onsite and set policies for directors on whether parents can visit programs, including whether they are allowed to attend classes or join students on required program excursions. While some institutions of higher education may have already enacted policies on these matters, others may be struggling to accommodate

parents abroad especially if the parents are longstanding financial contributors to the university with their own set of expectations.

Summary of Neumann's learning propositions as applied to this study

Neumann's learning propositions as a whole offer scholars and practitioners in international education a conceptual framework that may be useful in understanding the mindset of faculty directors as they accumulate knowledge and experience in directing their short-term study abroad programs. The faculty perspective has seldom been recognized in the literature on education abroad, and while Goode's typology offers a helpful analytical tool for understanding the roles and responsibilities of faculty directors, it does not yield as much insight on key questions related to the learning process of faculty who lead study abroad programs.

These questions include whether learning to direct a program abroad happens intentionally or incidentally, whether their prior learning (characterized by having had previous experience living and working in the host country) facilitated their ability to navigate the complex roles inherent to the position, and to what extent their directing a program abroad held personal meaning for them. Lastly, Neumann's fifth learning proposition on context, which encompasses sociocultural learning theories such as situated learning, generated new lines of inquiry in this study as I explored faculty learning from the host country location as well as the students themselves. Dan's passion for directing is drawn from his love of learning while he is abroad each year, revealing the dynamic nature of the directorship position:

Without a doubt, I think I learn more than they [the students on his summer program] do. And that sounds unfortunate, but actually I think it benefits the students in a lot of

ways. Because I come with an energy every year rather than feeling like, “Oh gosh, I’m running this program again...”

The final section will summarize the most relevant findings from the overall study and offer concluding thoughts from the researcher’s perspective as a study abroad administrator.

Chapter Summary

By investigating faculty learning from two different angles, Goode’s typology, which brings an externally-oriented organizational structure to the directorship position as well Neumann’s five learning propositions that provide the reader with an internally rooted conceptual framework, this study was able to add valuable insights to the two primary research questions: 1) what are experienced faculty directors perceiving to be the most important dimensions of their role?, and 2) how did they learn about these dimensions?

The first research question reaffirmed the value of Goode’s typology as his four dimensions meshed well with faculty perceptions of the most significant aspects of the directorship position, although this study added several items to the list of responsibilities within each dimension. The second research question in particular is critical as it suggests that faculty are becoming proficient in their role as director through a self-guided process, accumulating experiences and drawing insights from students on their short-term programs, as opposed to faculty peers or administrative officers (including study abroad staff) back on the home campus.

While faculty learn these roles and responsibilities through trial and error, the field of education abroad itself has changed in many respects, most notably by a rise in student enrollments in short-term programs nationwide, a gradual increase in the diversity of the

student population itself, heightened awareness of the inherent risk and liability of sending students abroad even on short-term programs, and a growing concern of the academic rigor of short-term study abroad programs not always meeting university standards. These trends are well known to many study abroad professionals, but may be less evident to faculty directors, especially if they are not attending international education conferences, which often cover these topics in depth. The fact that the potential threat of sexual assault was seldom addressed by the faculty directors in this study is one example of an apparent disconnect in faculty awareness of emerging concerns in the field of education abroad.

Another example relates to the question of how to manage complex group dynamics when sensitive issues such as racial, sexual, or religious discrimination may arise unexpectedly. And even when the faculty directors voiced their concerns over students' mental health, their descriptions were often platitudinous, lacking deep insight into the psychological states of contemporary students or the contributing factors suggested by current research, some of which touches on family issues such as divorce, family instability, and parents lacking appropriate child raising skills, which can result in students having weak interpersonal attachments, a low tolerance with frustration, or a desire to engage in early experimentation with drugs, alcohol and sex (Gallagher, Gill, & Sysko, 2000). Even veteran faculty directors may be in for a surprise if they are not accustomed to working with students in mental distress—in fact, only a few faculty participants demonstrated experience in handling more complicated cases marked by students showing symptoms of severe depression or anxiety.

From an administrative standpoint, it is incumbent upon the home institution and the study abroad office to fill in these gaps through comprehensive and effective training of

faculty directors. Whether the faculty participants in this study express openness to learning from campus administrators, the reality reinforced from the findings in this study is that the complexity of the directorship position (at the student, program, and institutional level) may be increasing beyond the ability of some faculty directors to comprehend, especially with the high-profile risk involved in leading undergraduates on an international program. Study abroad offices may wish to consider establishing a more rigorous screening process for new faculty directors that pinpoints areas within Goode's typology where they are required to undergo training before their new program is permitted to launch and prior to any signing of contracts. For example, some institutions are requiring new faculty directors to undergo hands-on training in student health and safety (for example, first aid wilderness training for directors who are running programs in more rural sites abroad) which can quite effective, but only if directors are fully engaged and willing to learn. New directors may also be asked to provide proof of their inclusive teaching practices through a sample teaching presentation in front of select university administrators.

As reflected in this study, experienced faculty directors present a different challenge in that they may be averse to ongoing training from the study abroad office, especially in areas of responsibility where they may feel they have accumulated enough expertise to be self-sufficient, such as facilitating intercultural development or responding to a student emergency. A more personalized training option might be most conducive to encouraging seasoned faculty directors to focus on areas that they feel a need for support, such as working with students on complex identity issues or responding to problems in group dynamics. Experienced faculty directors could be surveyed in advance to determine which topical training areas would be of most interest to them. Another strategy could involve a peer

mentoring program where experienced faculty are paired with each other or in small working groups with a study abroad official to design an ongoing training program from the ground up.

The crucial role of faculty directors who lead short-term programs abroad has been documented by only a small number of prior studies (Rasch, 2001; Strang, 2006; Watts, 2015), yet faculty directors remain integral to any university's internationalization efforts (Childress, 2010; Engberg & Green, 2002). This doctoral study contributed to the literature on education abroad from the faculty member perspective, offering additional insights on their roles and responsibilities. The faculty director position, which operates in a dynamic global environment, requires newer approaches to leadership training from study abroad offices beyond handbook dissemination and one or two in-person meetings a year. The wisdom and experience of veteran faculty should not be overlooked, though education abroad administrators continue to play a vital role in creating and sustaining safe, academically robust learning spaces abroad for current and future generations of undergraduate students.

The advancement of US society depends on the ability of institutions of higher education to set lofty goals, including educating students to become global citizens in the 21st century. Education abroad programming remains a critically important ingredient in these efforts, but faculty leaders must possess the skill sets necessary for delivering on this promise. Failure to train faculty for this vital task of leading students on a study abroad program will result in empty rhetoric and missed opportunities for a generation of students that deserves so much more.

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APPENDICES

APPENDIX A: Sample Interview Protocol

Interview Protocol

Introduction

- ☐ Introduce myself and explain purpose and parameters of my study
- ☐ Explain voluntary nature of the interview: the participant has the right to stop the interview and leave at any time or refrain from answering any questions if they are not interested or comfortable with the question.
- ☐ Mention expected duration of interview (60 to 90 minutes)
- ☐ Ask for participant's consent in audio recording the interview for transcription and analysis
- ☐ Allow participant an opportunity to ask any questions about the interview before it begins.
- ☐ Hand out *Biographical and Professional Data* form to faculty participant if he/she has not completed the form earlier on (this form will be emailed to faculty participants one week prior to the interview)

Consent Forms

Have faculty participants review and if willing, sign off on the *North Carolina State University Human Subjects Consent* form as well as the *Biographical and Professional Data* forms (they can do this either at the beginning of the interview in person, or electronically via email one week before the interview).

Icebreaker Questions:

1. Ask interviewee to explain his/her current teaching position at their institution as well as any research or special projects they may be currently working on.
2. Ask them about where they are from and what led them to work at their current institution

* **If** the faculty respondent did not complete and turn in their *Biographical and Professional Data* form, ask them the following questions about their short-term study abroad program:

- a) Where is your program based (city/town name) and why did was this site selected for the program base?
- b) Did you create the program yourself? How long has your program been running?
- c) What is the name of the class you teach on the program and please provide a brief description of the class in terms of assignments, grading, format, etc.
- d) What kind of overnight field trips do you normally schedule on your program (list towns/cities) and brief explanation of why you have selected each site:
- e) Where do students live during the program? How were these accommodations secured?
- f) Generally speaking, what kind of students are attracted to your program ('typical' majors, class standing, personality type, etc).
- g) On average, how many students have enrolled in your program each summer?
- h) Have you made any substantive changes to your short-term program in the last 4 years?

Briefly explain those changes/modifications.

Research Questions

My study examined the following research questions:

- 1) What are experienced faculty directors perceiving to be the most important dimensions of their role?
- 2) How did they learn about these dimensions?

Main Questions related to learning about the role of faculty director (different dimensions)

1. How would you compare your campus teaching and administrative responsibilities with the work you perform as a faculty director of a short-term study abroad program?
2. What benefits/ rewards have you experienced by directing a short-term study abroad program over the past X number of years?
3. Can you please describe any challenges you may have encountered in your tenure as a faculty director? What were some of the most difficult moments that you can recall? How did you handle these challenging situations? Possible follow up questions: What did you learn from the challenges you faced running a short-term program?
4. What do you feel are the most important responsibilities of a faculty director and why?
5. In what capacity do you work with your university's study abroad office?

Main interview questions related to prior knowledge:

6. Tell me about when you first decided to direct a short-term study abroad program at your home institution, and walk me through what influenced your decision.
7. What was your experience, if any, living and working in program country X, prior to becoming a faculty director?
8. Has your knowledge of student culture from your experience teaching at your home institution informed your work as a faculty director? In what way?

Main interview questions related to program setting as context influencing learning:

9. Learning is reciprocal. Can you describe in general what you have learned from the students on your study abroad program over the years?
10. What advice would you wish to share to new faculty directors about establishing positive rapport with your students individually and as a group?
11. Is there anything I did not ask about that stands out for you as something important to your role as a faculty director?

APPENDIX B: Contact Letter to Executive Directors of the Study Abroad Offices

SAMPLE CONTACT LETTER TO EXECUTIVE DIRECTORS OF STUDY ABROAD OFFICE

Date

Dr. Jones

Title

Office Address

University of the Southeast

Average City, USA 33333

Dear Dr. Jones:

I am requesting your assistance in a research study examining the learning processes of faculty directors of short-term study abroad programs. The study, *Learning to Lead: Faculty Learning on Short-term Study Abroad Programs*, is the basis for my dissertation for the Ph.D. program in Higher Education Administration where I am enrolled as a part-time graduate student at N.C. State University.

This study seeks to investigate the learning experiences of faculty directors of short-term study abroad programs to determine what they perceive to be the most important dimensions of their role as director over an extended period of time and how they learned about these dimensions.

For the past ten years, I have served as an Assistant Director in the Global Education Office for Undergraduates (GEO) at Duke University. The focus of my study stems from what I see as a lack of attention in the scholarly literature on faculty directors who choose to lead a short-term program abroad. The paucity of empirical research on faculty stands in contrast with their growing importance in any university's internationalization efforts. By soliciting the perspectives of faculty from various colleges and universities in the state of North Carolina who lead education abroad programs, we can gain a more precise understanding of how they view their role as director as well as how they interpret the challenges and rewards of this experience. Collecting and analyzing this data from faculty participants at multiple institutions can then guide the efforts of my office in determining if there are any improvements needed in how we train new faculty directors before they begin the complex task of directing a short-term program. This research may be of interest to you at your institution as well.

To ensure objectivity in the sampling process, I am asking the executive leadership of the university study abroad offices selected for my study to nominate faculty directors who meet certain criteria established for my study. The criteria will be as follows:

- The faculty directors selected must have at least four consecutive years of experience directing (or co-directing) a short-term international program in the same country location up to and including the present year.

- The short-term study abroad program can range in type from summer programs to J-term or Maymester programs, but the program itself must be faculty-led and credit-bearing.
- The study abroad program must be a minimum of three weeks in length.
- The faculty director must teach at least one course on the short-term program.
- Faculty directors nominated for this study should be as broadly representative as possible in terms of the faculty members' gender, ethnic background, disciplinary expertise as well as the geographic location of the programs.

Participation in this study would consist of a 60-90 minute individual interview held in person in a secure location (such as the faculty participant's office), or in select cases where an in-person interview is not logistically feasible, then over the phone. Any phone interviews would be conducted from my office behind closed doors over speakerphone (in order to audiotape the conversation, with consent given by the faculty participant) on low volume to ensure that the conversation is kept private.

I will also ask each faculty director to complete a brief biographical data form before the interview and a post-interview reflection questionnaire afterwards.

In full compliance with the Institutional Review Board (IRB) requirements at North Carolina State University (see attached letter from the NC State IRB confirming their approval for my study), I will be sure to treat all material collected in my study with confidentiality. To protect faculty participants, data will be presented in a way that will not permit the identification of any individual participant or their affiliated department. Each individual will be assigned a pseudonym and will have their identifying characteristics removed. No outside funding is involved in my study.

I will call you within the next two weeks to discuss my study and how your office may benefit from the participation of the faculty directors you have nominated. If you are interested and willing to assist in this research project, or have questions and would like to speak with me directly, then please feel free to contact me on my cell at 919-717-9455 or via email at pdpapare@ncsu.edu. If you would prefer to meet in person to discuss the parameters of my study, then I would be happy to visit you at your institution at a mutually convenient time.

Thank you for considering this request and I look forward to speaking with you soon.

Sincerely,

Paul Paparella
 Doctoral Candidate
 School of Education
 North Carolina State University
 Raleigh, N.C.

APPENDIX C: Email to Individual Faculty Directors

Subject: Invitation to Participate in a Doctoral Research Study on Faculty Directors of Short-Term Programs and Their Learning Experiences

Dear (First Name, Last Name of faculty director),

You have been recommended by the Executive Director in the study abroad office at your university, (name of executive director), to participate in my research study, entitled *Learning to Lead: Faculty Learning on Short-Term Study Abroad Programs*.

As a Ph.D. candidate in the Educational Policy and Research Analysis program in the School of Education at NC State, I am conducting research for my dissertation study that will investigate the experiences of experienced university faculty directors of short-term study abroad programs to determine what they have learned over time about their role as director. I will also explore how faculty learning may be influenced by the study abroad environment, specifically by the country location and the students that they lead. These areas of inquiry are of particular importance to me as a full-time professional university administrator responsible for managing study away programs over the past 15 years, including faculty-led programs.

To ensure objectivity in the sampling process, I have asked the executive director of the study abroad office at your home institution to nominate faculty members who meet the criteria I have established for my study, which requires that the faculty directors selected must have at least four consecutive years of experience directing or co-directing a short-term program in the same country location up to the present year. Lastly, the study abroad program must be a minimum of three weeks in length and the director must teach at least one course on the program.

You have been recommended by the study abroad office leadership at your university to participate in my study since you fulfill the criteria listed above. I am inviting you as a nominated faculty director to participate in my study because of the valuable insights you can provide based on your extensive experience and knowledge of leading a short-term study abroad program with undergraduate students. This study includes an individual in-person interview followed by a brief post interview reflective questionnaire. I anticipate that the duration of the interview will be approximately 60 to 90 minutes. If for logistical reasons, an in-person interview is not feasible, then I would like to arrange a phone interview with you, which will be audio-recorded with your permission (the call would be put on speakerphone though the phone conversation would take place in my office behind closed doors for privacy).

Please bear in mind that participating in my study is a voluntary endeavor. Even if you begin the individual interview, you can end your participation in the study at any time or refrain from answering any interview questions if for any reason you feel inclined to do so. The questions in this interview should not result in risk or harm to you as a participant in this study. Your name will be kept confidential and I will not attribute any specific comments you

make in writing or during the interview. Do note that your responses may be used with other participants collectively to provide institutions with a valuable, first-hand, contemporary perspective of what it means to direct a short-term study abroad program and how that learning may be shaped by a variety of influences. Faculty voices have seldom been represented in the scholarly literature on study abroad so this is one attempt to fill the void and your account will be most welcome.

Each faculty participant will be given a \$20 Starbucks gift card as a token way of expressing my appreciation for the time you are taking to assist me in my dissertation research. If you have any questions about this study, please feel free to contact me at pdpapare@ncsu.edu.

If you have any questions or concerns regarding your rights as a research participant, you may contact Deb Paxton, Regulatory Compliance Administrator at NC State University (Box 7514, Tel: 919-515-4514).

Please contact me at on my cell at 919-717-9455 or via email at pdpapare@ncsu.edu if you are interested in participating in this study. I can explain in more detail the nature of my research design and if you wish to volunteer for my study, we can begin scheduling the interview.

Thank you for your time and consideration.

Best,

Paul Paparella
Doctoral Candidate
School of Education
North Carolina State University
Raleigh, N.C.

APPENDIX D: Post-Interview Reflection Questionnaire

[Note: this form will be handed to the faculty directors (paper copy) at the end of the interview as well as sent via email to each participant following the one-on-one interview]

Dear Faculty Director (First Name),

I would like to thank you for your participation in my research project, which is investigating the learning experiences of faculty directors of short-term study abroad programs. The insights you have recently shared during the recent interview will be of great value to my dissertation study.

This post-interview reflection questionnaire is designed to allow each faculty participant in the study an opportunity to share any additional thoughts, ideas or opinions related to their learning experiences directing a short-term program. **Please read through each question and send me the completed questionnaire by email at pdpapare@ncsu.edu or via fax (919-684-3083 attn: Paul Paparella) within the next two weeks.**

1. If you had ten minutes or less to give your expert advice to a small group of brand new faculty directors on how they can best prepare for the role of managing a group of undergraduate students abroad, what would you tell this group?

2. Do you think you have changed as a person through your experience directing and teaching on a short-term study abroad over the years (you can describe any personal or professional transformation)? If you aren't sure about any transformative impact, simply state 'not sure'.

3. How would you describe the current generation of students who study abroad on your program? Consider their student culture, characteristics, attitudes, behaviors, motivations, etc. Would your description have been different if you were asked this question 5 or more years ago? If so, in what way?

4. Would additional training from your study abroad office be helpful? Describe the type of training you would find beneficial for veteran directors as well as new faculty directors.

5. What you have learned about your own disciplinary area of expertise in your experience leading a short-term study abroad program?

6. As you consider your cumulative experience as a faculty director of a short-term program, do you have any additional reflections or thoughts you wish to share in this questionnaire?

Thank you for taking the additional time to read through and respond to these post-interview questions, which will serve as a supplemental source of data for my study. As always, your feedback is always welcomed and appreciated. If you have any questions for me, please do not hesitate to contact me at (919) 717-9455 or via email at pdpapare@ncsu.edu.

Best,

Paul Paparella
Doctoral Candidate
School of Education
North Carolina State University
Raleigh, N.C.

APPENDIX E: NC State Human Subjects Informed Consent Form

North Carolina State University Institutional Review Board for The Use of Human Subjects in Research

GUIDELINES FOR PREPARATION OF INFORMED CONSENT FORM

PLEASE READ ALL OF THIS INFORMATION CAREFULLY PRIOR TO COMPLETING THE CONSENT FORM

An **Informed Consent Statement** has two purposes: (1) to provide adequate information to potential research subjects to make an informed choice as to their participation in a study, and (2) to document their decision to participate. In order to make an informed choice, potential subjects must understand the study, how they are involved in the study, what sort of risks it poses to them and who they can contact if a problem arises (see informed consent checklist for a full listing of required elements of consent). Please note that **the language used to describe these factors must be understandable to all potential subjects, which typically means an eighth grade reading level.** The informed consent form is to be read and signed by each subject who participates in the study **before** they begin participation in the study. A duplicate copy is to be provided to each subject.

North Carolina State University INFORMED CONSENT FORM for RESEARCH

Title of Study

Learning to Lead: Faculty Learning on Short-Term Study Abroad Programs

Principal Investigator

Paul Paparella

Faculty Sponsor (if applicable)

Dr. Audrey Jaeger

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

The purpose of this study, which is a dissertation in partial fulfillment of the Ph.D. program at N.C. State in Educational Policy and Research Analysis, is to investigate the learning experiences of university faculty who are directors of short-term study abroad programs.

Faculty from a variety of universities and colleges in the state of North Carolina who have at least four years of experience in directing a credit-bearing short-term study abroad program up to the present year will be invited to join in this study. The overarching goal of this study is to try to understand what experienced faculty directors of short-term programs perceive to be the most important dimensions of their role and how they learned about these dimensions over time.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to participate in a 60 to 90 minute interview during the 2016-2017 academic year, which I will be digitally audiotaping in order to produce a transcript. This transcript will ultimately be analyzed using common coding techniques in qualitative research to determine if there are any linkages in the findings with the conceptual framework to be used in this study (scholar Anne Neumann's work on faculty learning in particular, as well as the analytical framework via Goode's typology on the dimension of the faculty director role (2007)).

All in-person interviews will be conducted in a quiet, private space mutually convenient for the researcher and the participant, such as the office of the participant or a quiet space on campus. All faculty participants who agree to be part of this study will be asked to complete a brief biographical and professional data form sent to them electronically in advance of the interview, which I will use as a general reference later (this data form will ask for the faculty member to indicate their years of experience teaching at their home institution as well as their years of experience directing a short-term study abroad program, and the countries where they have hosted a short-term program). The faculty participants will be instructed to complete the biographical and professional data form and either send it back to me electronically or hand it to me in person at the beginning of the interview.

In the rare event that an in-person interview is not logistically feasible, then I will arrange a private phone interview with you at a time this is mutually convenient. With your consent, I would put you on speakerphone at low volume and the phone interview would be held in my office behind closed doors, to prevent anyone else from overhearing the interview. I would also audio-record our phone conversation with your consent using my smartphone and smart pen.

After the interview, the faculty participant will be asked to complete and submit a confidential post-interview reflection questionnaire, which should take about 20 to 25 minutes to complete. This questionnaire will give the faculty participant a chance to add any additional information about their learning experiences directing a short-term study abroad program, which they may have missed during the interview. All data collected from the faculty, including the transcript from the interview and the post-interview reflection questionnaire will be kept confidential. As a way of ensuring accuracy and credibility for my study, I will share the completed transcripts of each electronically and confidentially, with each individual faculty participant so that they can provide their feedback as to whether my interpretation of their remarks accurately reflects their experiences and views.

Risks

There are no unusual or exceptional risks for the faculty who participate in my study. The length of involvement is moderate (60 to 90 minute interview and forms to complete). Preserving the participant's confidentiality is the primary concern and every effort will be made to do so during the study (see more details below in 'confidentiality' section on specific steps that will be taken to secure the data produced in this study). Faculty participants will be told that they can leave the interview at any time if they are feeling uncomfortable for any reason, though this would be unexpected since the nature of the questions they will be asked is not confrontational. Care will be taken to ensure that the timeframe for the interview is not violated and interruptions will be kept to a minimum so that the faculty who elect to participate in this study will feel comfortable sharing their personal and professional learning experiences with me in their role as faculty director of a short-term study abroad program. As mentioned above, in the event where a phone interview becomes necessary, the phone interview would be held in my office behind closed doors, with the volume of the speakerphone set at the lowest setting possible to prevent anyone outside my office from overhearing the conversation.

Benefits

The benefits of this research will mostly fall on other faculty who are not part of this particular study. In other words, faculty with less experience serving as a short-term study abroad program director will benefit from this study because the findings from the veteran faculty directors who participate in this study will be used afterwards to inform the study abroad office administrators about the authentic learning experiences of veteran faculty. This information may be useful in the future training and development of newer faculty directors since current practices are mostly top-down efforts by study abroad administrators (using handbooks or one-on-one meetings) that may not always be helpful in that the faculty perspective is often missing.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Electronic data (for example the digitally recorded interview data) will be stored securely in password-protected files on my computer. Any hard copy forms will be secured in a locked file cabinet in my office (which is also locked). No reference will be made in oral or written reports that could link you to the study. Pseudonyms will be used in the actual write-up of the study to protect the identity of all participants.

Compensation

Faculty who participate fully in this study will receive a \$20 gift card to Starbucks coffee shop sent to them in the mail shortly after they have sent me their completed post-interview reflection questionnaires, using the mailing address the participants provided on the biographical and professional data form they were asked to complete prior to the interview. There are no other forms of compensation for participants and only those who complete all

aspects of the study will receive this compensation as my way of thanking them for their time.

What if you are a NCSU student?

Participation in this study is not a course requirement and your participation or lack thereof, will not affect your class standing or grades at NC State.

What if you are a NCSU employee?

Participation in this study is not a requirement of your employment at your home university, and your participation or lack thereof, will not affect your job.

What if you have questions about this study?

Should you have any questions or concerns about my study or the research design, you may contact Paul Paparella (the researcher) via email at pdpapare@ncsu.edu or call me on my cell: 919-717-9455.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject's signature_____ **Date** _____

Investigator's signature_____ **Date** _____

APPENDIX F: Biographical and Professional Data Form

Interview Participant Biographical and Professional Data Form

Thank you for agreeing to participate in this study of the learning experiences of faculty directors of short-term study abroad programs. Please complete the questions below prior to the interview. Note that the personal and professional information you provide on this form will be kept confidential by the researcher in a secured location and will not be shared with an outside party.

Name: _____

Institution of current employment: _____

Personal Mailing Address:

Street Name:

City:

State:

Zip code:

Gender (Optional): _____

Race/Ethnicity (Optional): _____

Age Range (Optional): _____

Current position at institution:

- Staff
- Part-Time Faculty
- Lecturer
- Tenured-Track Faculty
- Tenured Faculty

Teaching Discipline

Social Science (identify specific field): _____

Natural Science (identify specific field): _____

Engineering (identify specific field): _____

Humanities (identify specific field): _____

Interdisciplinary: (identify specific fields): _____

Number of years teaching at the collegiate level ____ (write in)

Questions about your current short-term study abroad program:

Number of consecutive years directing or co-directing a short-term study abroad program ____ (write-in)

Number of overall years directing or co-directing a short-term study abroad program (including non-consecutive years) ____ (write-in)

Please list the country locations for the program(s) you have directed or co-directed, beginning with the current country location of your program:

Type of short-term study abroad program you direct/co-direct:

- Summer program
- January (J)-term
- Maymester
- Other (please identify: _____)

How long is your program in weeks (from required student arrival date to the official end date): ____ weeks

c) Where is your program based (country/ city/town name) and why was this site selected for the program base?

d) Did you create the program yourself? How long has your program been running?

c) What is the name of the class you teach on the program and please provide a brief description of the class in terms of assignments, grading, format, etc.

d) What kind of overnight field trips do you normally schedule on your program (list towns/cities) and brief explanation of why you have selected each site.

e) Where do students live during the program? How are these accommodations secured?

- f) Generally speaking, what kind of students are attracted to your program ('typical' majors, class standing, personality type, etc).
- g) On average, how many students have enrolled in your program each summer?
- h) Have you made any substantive changes to your short-term program in the last 4 years?
Briefly explain those changes/modifications.

APPENDIX G: Faculty Profiles

Table G 1

Faculty Profiles

Faculty Participants (pseudonym)	Study Abroad Program Base (region/country)	Gender	Length of Study Abroad Program (in weeks)	Years Directing the Study Abroad Program *	Age Range	Teaching Discipline	Years of College-level Teaching	Program Type (for example: summer/January term/May-mester)	Program Size (average student enrollment)	Native Citizen of host country ?
Tina	Eastern Europe/ Russia	F	6	34	50s	Cognitive Neurolinguistics	38	Summer	20	No
Fred	Western Europe/Spain	M	6	9	40s	Literature, Cultural Studies, Cinema, Poetry	16	Summer	20-25	Yes
Sue	Southern Africa	F	4.5	14	60s	Biology	44	Summer	8-10	No
Jack	Western Europe/ Greece	M	4.3	17	NA	Philosophy	40	Summer	24-26	NA
Laurie	Western Europe/ France	F	6	5	NA	French Language and Culture	10+	Summer	13-15	Yes
Greg	Western Europe/ Germany	M	6	5	60s	Business Management	25+	Summer	25-30	Yes

Table G 1 (continued).

Faculty Participants (pseudonym)	Study Abroad Program Base (region/country)	Gender	Length of Study Abroad Program (in weeks)	Years Directing the Study Abroad Program *	Age Range	Teaching Discipline	Years of College-level Teaching	Program Type (for example: summer/January term/May-mester)	Program Size (average student enrollment)	Native Citizen of host country ?
Jill	Western Europe (different countries such as Germany, Czech Republic, Austria)	F	4	7	50s	Computer Science	18	January Term	30	No
Victor	Northwestern Africa/ Morocco	M	6	6	NA	Arabic Language and Cultural Studies	10+	Summer	8-12	No
Dan	Northeast Asia/ South Korea	M	5	7	NA	Architecture and Urban Design	7	Summer	6-17	No
Patty	Western Europe/ England	F	6	6	50s	Economics	15	Summer	15	Yes

Table G 1 (continued)

Faculty Participants (pseudonym)	Study Abroad Program Base (region/country)	Gender	Length of Study Abroad Program (in weeks)	Years Directing the Study Abroad Program *	Age Range	Teaching Discipline	Years of College-level Teaching	Program Type (for example: summer/January term/May-mester)	Program Size (average student enrollment)	Native Citizen of host country ?
Diane	Western Europe/ Switzerland	F	6	15	60s	Sociology	17	Summer	24	No
Carol	North America/ Canada	F	4	6	NA	French language for Professions, Global Health	15+	Summer	8	No
Patrick	Central America/ Cuba	M	3	5	NA	History, Latin American studies	22	Summer	12-14	No
Kim	Western Europe/ England	F	4.5	9	60s	Theater Studies	35	Summer	12-20	No
Justin	Western Europe/ Switzerland	M	6	15	70s	Philosophy, Political Science, Biology	47	Summer	24	No
Eric	Central America/ Guatemala	M	7.5	16	70s	Anthropology	42	Summer	16-17	No

* consecutive years directing program through 2017