

# ***Adjunct Instruction in Study Abroad***

## **Research Abstracts**

(Collected by Scott Blair)

<http://www.globaledresearch.com/index.asp>

Search Word: *Faculty*

---

IIE Passport The 4 F's: Overcoming barriers to study abroad

Retrieved April 12, 2011, from IIE Passport website. (n.d.)

### **Abstract**

The 4 F's of Studying Abroad were first conceived by Dr. Marjorie Ganz, Director of the Study Abroad & International Exchange Program at Spelman College. We at IIEPassport.org had the privilege of speaking with Ms. Constance Lundy, Director of International Programs & Services at Lincoln University, who shared some of her wisdom on overcoming these four potential challenges to studying abroad. While family, finances, **faculty**, or fear can all become objections or possible barriers to studying abroad, Ms. Lundy emphasizes to her students they can all be overcome with the proper information and attitude.

---

Dewey, P., & Duff, S. Reason before passion: Faculty views on internationalization in higher education (2009) *Higher Education*, 58, 491-504.

### **Abstract**

In this era of globalization, internationalization—both as an idea and an agenda—is receiving widespread attention at academic institutions across North America. Although **faculty** are necessarily key participants in initiatives to internationalize academia, surprisingly little work has been published that addresses the roles, responsibilities, and problems faced by the **faculty** on an operational level. This article has been written to provide administrators with some insight into **faculty** perspectives on the goals, strategies, and processes of internationalization. The authors present a case study of internationalization processes currently underway in the School of Architecture and Allied Arts at the University of Oregon. They discuss a **faculty**-driven approach that focused on mapping internationalization, addressing barriers to internationalization, and improving structures and systems to enhance internationalization. An in-depth critical analysis of the case leads to recommendations and a framework for navigating diverse tensions and responsibilities implicit in an internationalization imperative.

---

Childress, L. K. Planning for internationalization by investing in faculty

(2009) *Journal of International and Global Studies*, 1(1), 30-49

### **Abstract**

Over the last half century, major world events have prompted higher education institutions to develop internationalization plans. In order to engage **faculty** in internationalization, higher education scholars and practitioners have recommended that internationalization plans include allocated resources, such as budgets for academic exchanges, **faculty** development workshops, and international curricular development and research grants (Olson, Green, & Hill, 2006; Paige, 2005; Siaya & Hayward, 2003). Yet, a frequently cited obstacle to **faculty** engagement in internationalization plans is lack of funding (Backman, 1984; Bond, 2003; Ellingboe, 1998; Green & Olson, 2003; Steers & Ungsen, 1992; Woolston, 1983). A cross-case analysis reveals that differential investment leads to **faculty** engagement in internationalization plans. This article discusses how two institutions developed funds from a variety of sources and institutional levels to engage **faculty** in an institutional planning process. This study offers implications for institutional planning, resource dependency theory, and internationalization.

---

Koernig, S. K. Planning, organizing, and conducting a 2-week study abroad trip for undergraduate students: Guidelines for first-time faculty

(2007) *Journal of Marketing Education*, 29(3), 210-217

### **Abstract**

This article provides specific recommendations to help **faculty** members organize, plan, and conduct a short-term overseas study tour. Specifically, strategies are presented to help with managing student anxiety in the pre-trip sessions, acclimating the students to their new environment in the early part of the trip, balancing academic content with cultural activities, selecting types of learning activities, and facilitating a student exchange with a local university. A secondary goal of this article is to discuss common on-the-ground problems that the **faculty** leader may face in the host country. Strategies are presented to help the **faculty** leader respond to these problems (or prevent them from occurring in the first place).

---

Stohl, M. We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade

(2007) *Journal of Studies in International Education*, 11(3/4), 359-372

### Abstract

This article argues that the chief challenge for developing and sustaining internationalization in the context of the challenges and opportunities of the 21st century is the engagement of the **faculty**. It argues that although higher education has been successful in providing mechanisms for student mobility because institutions have not successfully engaged the **faculty** that mobility is not as sizeable as it should be, but also, in and of itself, will not deliver the learning, discovery, and engagement that we seek through internationalization. To capture the **faculty's** interest in, and commitment to, internationalization, we need to move beyond the conceptualization of the internationalization or globalization of higher education in terms of how the different aspects of teaching, research, and service functions of the university are becoming more "internationalized" and examine how these activities encourage greater learning and discovery. Our challenge is to convince **faculty** that their scholarship and teaching will benefit from these efforts by considering the risk and reward structures within our institutions and **faculty** cultures.

---

Strang, H. C. Characteristics of faculty leaders in a study abroad experience (2006) (Doctoral dissertation, University of Colorado, Boulder). Available from ProQuest Dissertation and Theses. (No. 1158521201)

### Abstract

Many factors contribute to a successful study abroad experience, not only for the students, but for the **faculty** leaders as well. The literature surrounding the **faculty** in a study abroad situation is, however, limited. This research examined motivations of the **faculty** leader and reported commonalities that group leaders share. This was a two-phase study. Phase One focused on a face-to-face interview with five group leaders and Phase Two was conducted via an online survey with 43 study abroad faculty leaders within the United States of America.

The common motivators that faculty group leaders shared were they were concerned about personal and student growth, had a love of travel, and they enjoyed the reduced cost of this type of travel. Faculty who travel with students were influenced by prior experiences as both children and adults. The leaders in this study had very good self-perceptions prior to travel and those self-perceptions only became stronger with subsequent travel. The leaders of this study exhibited leadership skills but not always the vocabulary to articulate their actions.

---

Schwietz, M. S. Internationalization of the academic profession: An exploratory study of faculty attitudes, beliefs and involvement at public universities in Pennsylvania (2006) (Doctoral Dissertation, University of Pittsburgh). Available from the University of Pittsburgh Electronic Theses and Dissertations.

### Abstract

This study investigates the attitudes, beliefs, experiences and involvement related to internationalization by **faculty** members at a group of universities in the United States. Data collected from **faculty** at nine public universities in Pennsylvania (n = 829) were used to provide a descriptive and correlational analysis that: explores **faculty** attitudes, beliefs and experiences; reviews the extent to which **faculty** incorporate an international perspective into their teaching, research, and scholarship; determines what relationships exist between **faculty** characteristics, campus climate, and attitudes, beliefs and behaviors; and examines patterns that are used to describe or predict **faculty** members' orientation to internationalization

---

Stryker, R.E., et al. Rotating faculty or permanent resident directors? Alternate models for resident directorships abroad (2002) *International Educator*, 26(Winter)

### Abstract

International educators face conflicting objectives in determining on-site systems for administering their academic-year and semester programs abroad. Those of us who have experienced different types of resident directorships, whether as providers or consumers, probably have strong preferences between the polar models of permanent resident directors and rotating **faculty** directors, though both involve significant tradeoffs. This article describes these alternative models and some of their inherent compromises. Based on our experience in this field, we propose a series of ideas to maximize the potentials in each arrangement, and suggest some modifications in each to improve the balance of advantages

---

Oberst, B. S. A decade of experience: Data from the council on international educational exchange's international faculty development seminars (1999) *Journal of Studies in International Education*, 3(2), 73-88

### Abstract

Little is known about international **faculty** development and what works to bring about the desired globalization of our American college campuses. The files of the Council on International Educational Exchange's International **Faculty** Development Seminars are the source of valuable information about the effectiveness of the IFDS format. These data, collected over the ten-year history of the IFDS, are uneven: the questions were not written for the purposes of external research, and the responses do not always lend themselves to quantification. However, the files provide us with some rare information about who has been involved in international **faculty** development, who pays for these programs, and what the results have been in terms of enhancement of curriculum, research, and service. Since 1990, the IJDS have run 93 programs in 25 countries, enrolling 1,560 people from 613 colleges and universities. Participants rate the seminars as extremely successful. Data indicate that a large majority of participants return to campus to create new courses, revise existing courses, get involved in new or enhanced research programs, and offer the campus and the community the benefits of their time abroad. It is recommended, however, that the IFDS staff the sending institutions, and the individual participants make more effort to specify the outcomes expected from these seminars. Also, more work must be done to enable more

**faculty** to participate in structured overseas activities, and institutions must examine their own policies to see whether the policies further the goal of increased globalization, a goal that is part of so many campus mission statements and planning documents

---

Sandgren, D., Elig, N., Hovde, P., Krejci, M., & Rice, M. How international education affects teaching: Understanding the impact of faculty study abroad (1999) *Journal of Studies in International Education*, 3, 33-56

**Abstract**

This paper explicates the causal linkages between short-term study abroad experiences of college **faculty** and the global content of their classroom teaching. Information for the study comes from self-reports and extensive interviews with **faculty** who travelled to locations in Central America, South America, Southern Africa and India. Earlier research by the authors shows that these study abroad experiences have a positive impact on "globalizing" the participants' teaching. However, the process leading to this effect needs clarification. After describing the context for the present research and the methods used for the qualitative analysis, connections evident in the experiences of the travel seminar participants are used to construct a causal process theory. This theory explicates the linkage between travel and teaching by stating that experience abroad enhances social and self awareness of participants which in turn leads to changes in their teaching (i.e., increased global content). Key examples found in the statements of the participants are used to elucidate this theory. The paper concludes with a discussion of the results and their implications for people who design and participate in **faculty** study abroad programs.

---

McCarthy, J. Mobilizing faculty for international education: The mini-exchange (1992) New York: Council on International Education Exchange

**Abstract**

The current emphasis on internationalizing U.S. higher education is largely dependent upon mobilizing **faculty** to carry out this important agenda. As a short-term, low-cost, entry-level experience, the mini-exchange provides an attractive **faculty** development option that can have significant impact on efforts to internationalize the higher education curriculum throughout the U.S.

---

Taylor, N. The travel journal: An assessment tool for overseas study (1991) New York: Council on International Education Exchange

**Abstract**

Participation in study abroad is expanding, and **faculty** concern about learning outcomes is intensifying. It makes two valuable contributions to the assessment of learning. First, it provides to **faculty** an additional means of assessing outcomes of the overseas learning experience. Perhaps just as importantly, it provides a means of teaching students how to prepare for this evaluation. With this combination, it enables both student and **faculty** member to focus on learning outcomes in a manner that is both an integral part of the learning process and a natural outcome of the experience. Journal writing provides the **faculty** with a picture of what the student has learned and how the student has digested the learning. And the student, through writing the journal, undergoes the process of focusing and consolidating a myriad of images and impressions into a meaningful whole. In journal writing, students will develop a keener ability to observe places and events, and to put these into clearer personal focus.

---

Williamson, R.C. The quintessence of a study-abroad program: The director. (May, 1982) *ADFL Bulletin*, 13 (4), 12-15.

**Abstract**

While study-abroad programs, for obvious reasons, have most often originated in foreign language departments, many are now sponsored by other departments, such as anthropology, art, biology, history, political science, religion, and theater. Indeed, study-abroad programs have proliferated so much that the 1982 edition of *Learning Traveler* describes over eight hundred academic-year or one-semester programs sponsored by American colleges and universities. 1 During the summer months, the number of programs approaches a thousand. Of course, *Learning Traveler* does not list the innumerable "Jan-plan" or other short-term study programs that are important curricular offerings in almost every country in the world. Study abroad has always been hailed as most beneficial for foreign language majors; it is now rare to find a French, German, Spanish, or Russian major who has not spent some time abroad, either in a formal program of study, or in one of the short-term "island" programs, or in a combination of study and leisurely travel. With a renewed emphasis on "internationalizing" the undergraduate curriculum so that students will acquire a global perspective, study abroad has new importance and increasing popularity. 2 To develop and implement an international perspective in a liberal arts curriculum, **faculty** need to increase their knowledge of other cultures and nations in their fields of study; to direct a study-abroad program gives them unique opportunities to do just that. For all these reasons, the likelihood that one will be asked to run a study-abroad program has increased dramatically; for professors in foreign language departments, directing such a program has become an integral part of the job. Because the **faculty** member must suddenly assume new responsibilities as director, because many have no idea what these duties are, and because the success of most study-abroad programs rests primarily on the skill of the director, it behooves those of us with some experience in the area to come to the aid of colleagues with less experience. 3 What follows, then, is an outline of the major tasks encountered in planning, conducting, and concluding an academic program abroad. If it takes on the characteristics of a job description, so much the more useful. [Author].