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Chapter 2

Supporting Intercultural Competence Through Education Abroad at a Public University: Thoughts from Two Administrators

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With the turn of the century, we have witnessed many changes in the corporate and educational markets. Even before the world was hit by a pandemic that left us all grappling with a virtual work environment in 2019, many industries had virtual teams in place working with members from two or more cultures (Anthony, 2022; RW3 Culture Wizard, 2018). The corporate world, in our opinion, is just catching up with what academia discovered decades ago—the importance of understanding different cultures. Surveying corporate employees in 2016 and later in 2018, RW3 Culture Wizard (2018) found that 89% of the virtual teams in the world included more than two cultures. This has brought to the surface more questions concerning cultural diversity and intercultural communications. Although 76% of the survey participants valued cultural diversity and indicated that it ultimately improved their overall output, around one-fifth believe that at one point, a misunderstanding resulting from cultural differences has cost their companies an opportunity. The corporate world now realizes that the need to build cultural bridges and establish communication is key in understanding today's global economy. Universities, on the

other hand, were pioneers in recognizing the importance of international consciousness and established education abroad programs that help to better understand the differences and to build stronger cultural awareness. This chapter will start with a brief overview of the history of education abroad in the United States followed by a section on education abroad at Middle Tennessee State University (MTSU) and how the Office of International Affairs (OIA) has engaged in developing intercultural competencies campus-wide, added faculty incentives, and conducted assessment of the different programs. Finally, we highlight our points of pride and the challenges that we witness with faculty experience.

EDUCATION ABROAD IN THE U.S.: A BRIEF OVERVIEW

One might think that the focus on multiculturalism and internationalization are recent endeavors; however, the interest was sparked in the mid-20th century as a post-world war effort to promote peace and mutual understanding. The League of Nations (later the United Nations) as well as independent nonprofit, nongovernmental national organizations, such as the Institute of International Education (IIE), America Mideast for Educational and Training Services (AMIDEAST), and the Association of International Educators (NAFSA), were influential in the initial efforts. The IIE founders, for example, “believed that we [the U.S.] could not achieve lasting peace without greater understanding between nations—and that international educational exchange formed the strongest basis for fostering such understanding” (IIE, 2022). Other institutions, such as the Council on International Education Exchange (CIEE), the America Council on Education (ACE), the American Association of Colleges and Universities (AACU), and the Forum on Education Abroad have supported universities in their efforts to internationalize their campuses through programs, advocacy, and curriculum. Their programs

include annual meetings, conferences, forums, and training opportunities for faculty and administrators. Some sessions focus on different elements of designing a study abroad course as well as practical tips on curriculum development and course assignments, while more extensive programs like the ACE Internationalization Lab create a learning environment and guided assessment for institutions to evaluate their efforts over the span of a two-year, cohort-based model. Table 2.1 lists a sample of annual conferences and events with a focus on international education and study abroad.

Table 2.1. Conferences and Events with Focus on International Education and Study Abroad

Organization - Conference	Website*
Association of International Education Administrators - AIEA Annual Conference	https://www.aieaworld.org/
The Forum on Education Abroad - Annual Conference (virtual and in-person)	https://forumea.org/
American Council on Education - ACE Annual Meeting	https://www.acenet.edu
NAFSA: Association of International Educators - NAFSA Annual Conference & Expo!	https://www.nafsa.org/
Diversity Abroad - Annual Global Inclusion Conference	https://conference.diversitynetwork.org/

*These website links were active at the time of publication.

Historically speaking, one key advocacy win for international education was the Higher Education Assistance Act of 1965 which gave institutions the ability to allow students to use financial aid to study abroad (Hoffa, 2007). With financial challenges addressed, different forms of education abroad have emerged and continue to grow, shaping the student learning experience not only at the undergraduate level but also at the graduate level. More federal legislation made federal financial aid explicitly available for study and experience abroad

(History and Purposes of Study Abroad, 2012) with the help of selective scholarships such as the Benjamin Gilman International Scholarship, the Fulbright Scholarship, and others.

Education abroad experiences have ranged from short-term, spring co-curricular activities of one-to-two weeks to full course credits over the span of three-to-five weeks, to a full semester or year abroad at a partner institution. In addition, efforts have been made over the years to accommodate majors previously not present in the education abroad programs (De Winter & Rumbley, 2010). These efforts are intended to help diversify the student population (Stallman et al., 2010) and to expand the geographic locations to include developing countries and not just European ones (Ogden et al., 2010) while keenly focusing on knowledge building, course-related activities, and experiential learning.

With regards to the types of education abroad programs based on the length of stay, each serves distinct and important functions. For example, longer education abroad experiences like the ones available through exchange agreements seem to have a stronger impact on the participants' development as globally informed students (Schenker, 2019). Students who studied abroad for a semester reported better outcomes in numerous categories: contributing to class discussion; including diverse perspectives in discussions and assignments; synthesis of ideas; less rote memorization of course material; empathy; acquiring a broad general education; critical thinking; and working effectively with others (Coker et al., 2018).

Like long-term programs, short-term study abroad experiences also allow participants to gain firsthand experience with other cultures and increase their fluency in another language they are learning. This usually leads to higher levels of cultural understanding and raises the participants' global perspective. Both are critical when working with multicultural teams, which

many employers look for in potential employees (Gaia, 2015). Short-term programs may also serve as an introduction to those looking to engage in a longer experience, providing students with the societal knowledge and confidence to join another university for a semester abroad (Gaia, 2015). Finally, traveling with a trusted faculty member can be a good first step for students who have never traveled abroad. As they take part in this guided experience, they can build confidence to explore the world beyond the campus (Gaia, 2015). Interest in short-term programs has consistently increased over the past two decades; in the academic year 2004-2005, short-term programs accounted for 51.4% of all education abroad programs, and ten years later in 2014, the percentage increased to 60% (Hulstrand, 2015). Most recently, the Open Doors report for the academic year 2020-2021 released by the Institute of International Education (IIE) stated that despite the general decline in the number of students traveling abroad, short-term programs still accounted for almost 65% of all education abroad programs (IIE, 2022).

EDUCATION ABROAD AT MTSU

For the past decade, MTSU has encouraged students to engage with the world beyond campus. Our mission at the Office of International Affairs (OIA) is to “provide leadership for the comprehensive internationalization of [the university] by fostering growth and development of our international programs and services” (MTSU OIA, 2022a). In our Impact Report, we highlight four strategic goals: to equip our students to be successful on an international level; to be a community leader in internationalization; to provide excellent service to all stakeholders; and to be innovative and nimble in our internationalization efforts (MTSU OIA, 2022a). Since 2016, we have had roughly 1,300 students participate in Faculty-led Signature Programs and 220 in Exchange programs, providing over a million dollars in scholarships (MTSU OIA, 2022a). In

the past five years, more MTSU students have opted for short-term signature programs as compared to longer-term programs. In 2021-2022, 221 out of 265 students went on MTSU faculty-led programs, constituting 84% and the remaining 16% opted for long-term programs. This ratio is also representative of the distribution of students who decide on a provider program. Figure 2.1 shows the number of students who went on an MTSU Signature Faculty-led Program from 2015 to 2022. MTSU Signature Faculty-led Programs are short-term programs led by MTSU faculty who teach courses specifically designed with an international experience. During the years 2019-2021, programs went from having 19 to zero yearly participants due to the COVID-19 pandemic when traveling was restricted. Out of the 24 countries, the top five destinations at MTSU were: Italy (21%), France (10%), Spain (9%), the United Kingdom (8%), and Austria (6%). Anecdotally, faculty mostly at the associate or full professor level typically lead the programs abroad.

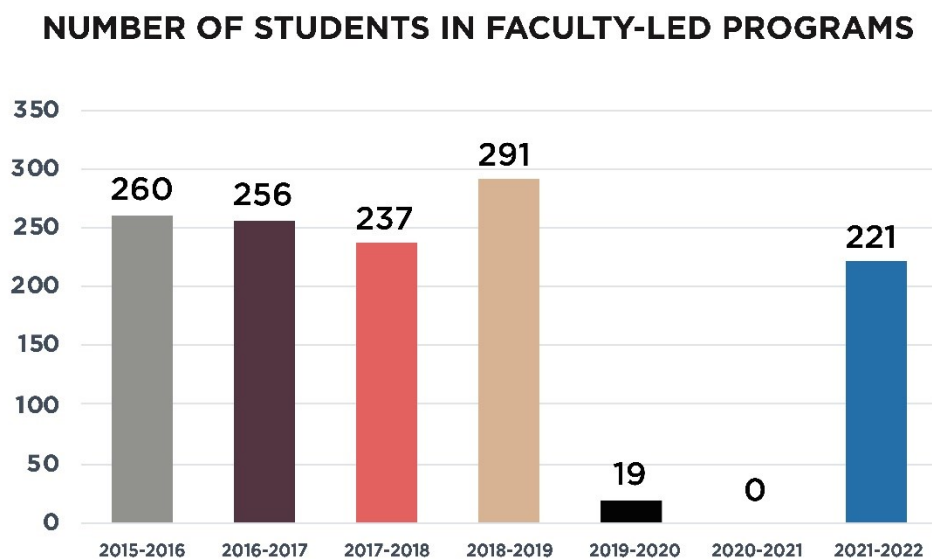


Figure 2.1: Number of Students who Participated in Faculty-Led Programs at MTSU during the Academic Years 2015-2022

Most students participate in study abroad during their sophomore or junior years, regardless of program. It is an MTSU policy not to allow freshmen to participate during their first two semesters; however, they can do a Signature Program during the following summer. Even though most majors do not require an education abroad experience, programs under the Liberal Arts seem to offer flexibility in what students can study overseas. Figure 2.2 shows the number of participants by college from 2015 to 2022.

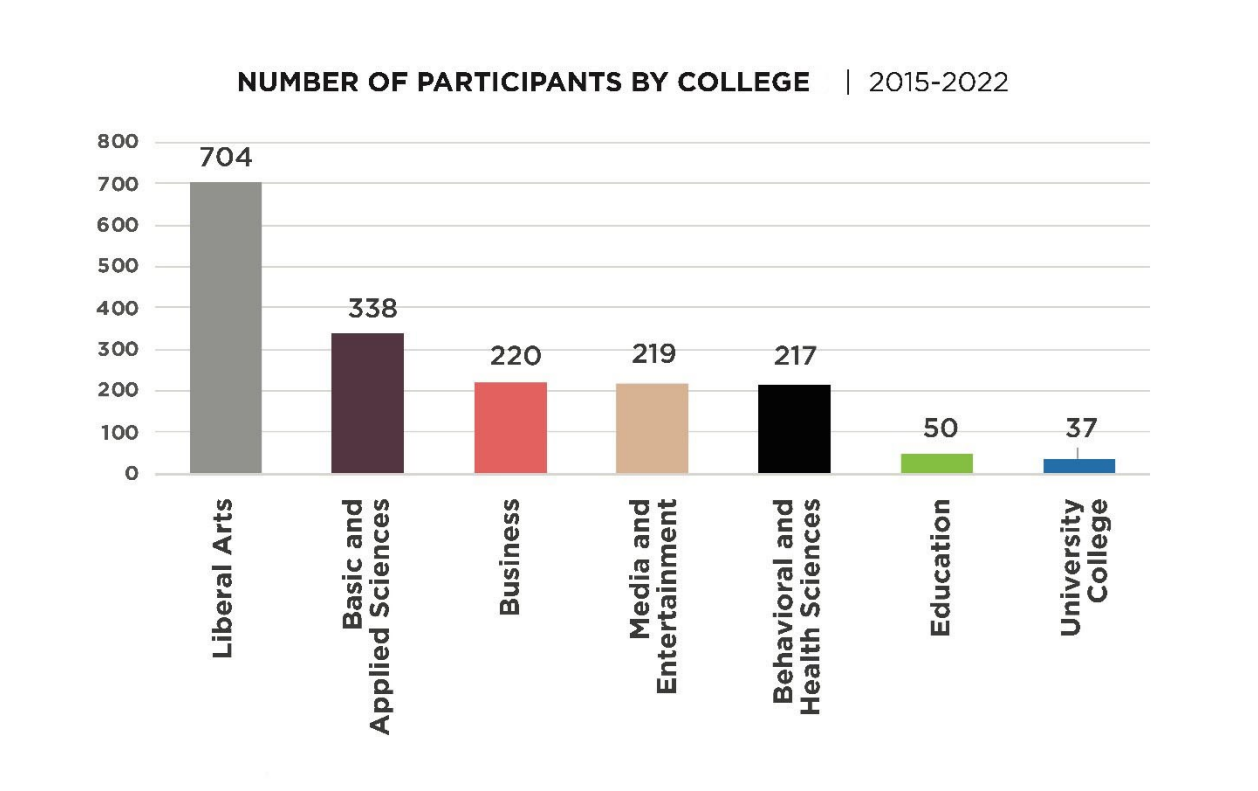


Figure 2.2: Number of MTSU Study Abroad Participants by College during the Academic Years 2015-2022, excluding 2020 and 2021.

An example of flexibility can be seen with the Global Studies Concentration of Global Studies and Human Geography which requires an education abroad experience, and that program accepts nearly everything taken abroad. Other flexible majors include History,

Anthropology, Communications, and Sociology. Additionally, area studies degrees, such as Latin American Studies and Africana Studies, are also flexible if the student is studying within their areas. If a student elects to study a language abroad, that is also a straightforward process in figuring out how the credits will fit into a student's degree plan.

PREPARING FACULTY LEADERS FOR SHORT-TERM PROGRAMS

Much of the study abroad research has focused on the students' experiences, preparedness, and development but not as much on the faculty (Matthew & Lawley, 2011). Research on faculty suggested formal professional development and cultural training for those aspiring to lead study abroad programs (Dunn & Wallace, 2004), while others suggested informal training and opportunities for mentorship (Gribble & Ziguras, 2003). Faculty generally agreed that a pre-departure introduction to their students and host culture would be beneficial (Smith, 2012).

At MTSU, interested faculty can attend formal workshops through the Learning Teaching and Innovative Technologies Center (LT&ITC) and the Office of International Affairs (OIA). For example, a workshop titled "Internationalizing Our Campus: It is Closer than You Think" recently led by one of the co-authors in this volume, Dr. Tony Johnston, along with four MTSU faculty, gave an overview of some of the current partnerships that they established in South America and how to integrate internationalization into the curriculum (Johnston et al., 2022). At another workshop titled "Explore Education Abroad with MT Engage," three MT Engage faculty shared signature assignments and takeaways from their experiences of teaching Education Abroad MT Engage courses in summer 2022 (Houghton et al., 2022). MT Engage is

part of MTSU's Quality Enhancement Plan 2016-2021 and seeks to create a culture in which students become actively engaged in their learning (MTSU, 2022).

In addition to the faculty workshops, mentorship programs provide valuable input to faculty who are new to teaching with the world as their classroom. Seasoned faculty can help in the early conceptualization phase, through planning for the trip, communicating with students, parents, host agencies, and campus administrators, and finally program implementation and evaluation. Expert colleagues can help new faculty to decide on the appropriate program length, understand the time commitment, and plan day-to-day activities. Pasquarelli (2017) suggests that faculty must consider the specific knowledge that the students need to understand the context abroad and the process of how learning takes place abroad. In the past, MTSU study abroad leaders have collaborated to identify students' needs and design course structure during the faculty workshops and informal mentoring sessions to create the most rewarding experience.

Faculty Support (Pre-, During, Post-Program)

Preparation for faculty-led study abroad programs begin somewhere between 12 and 18 months before departure and includes coordination with MTSU's Office of Education Abroad (OEA). Table 2.2 shows an example of the timeline for running a summer faculty-led program at MTSU. The information has been adapted from the Education Abroad Handbook (MTSU OIA, 2022b).

Often, developing an education abroad program begins as a discussion among colleagues in the academic departments. Veteran education abroad faculty act as study abroad evangelists, recruiting coworkers. Faculty members also approach the International Affairs team with proposed ideas about leading a class abroad. These conversations lead to faculty members

receiving a copy of our study abroad proposal and an invitation to attend one of our interest workshops. These workshops for faculty begin early in the spring semester and prepare faculty for proposal submission. Faculty usually spend the summer semester working on the curriculum and travel activities to include in the proposal.

Table 2.2. Timeline for Summer 2022 MTSU Signature Study Abroad Programs

Timeframe	Action
Summer 2020 to Spring 2021	Faculty meets with VPIA and Director of Education Abroad to discuss possibilities
Summer 2020 to Late Summer 2021	Faculty develops the program
September 1, 2021	Summer program proposal deadline
October 2021	Faculty Financial Meeting to discuss study abroad budget and finance questions – optional
October 2021	New faculty leader program briefing with the VPIA and OEA to discuss the program process
Program approved date to Fall 2021	Faculty works with OEA for program marketing
Program approval date to Fall 2021	Faculty submits Travel Authorization (TA); opens EAR fund
Program approval to February 2021	Faculty recruits, accepts participants, collects deposits
October 2021	Faculty Financial Meeting to discuss budget and finance
October 2021	New faculty leader program briefing with the VPIA and OEA to discuss the program process (if not already attended)
November 2021	Study Abroad Fair
December 2021	OEA Commitment Scholarship Deadline
February 2022	Office of Education Abroad Scholarship deadline
February 2022	Faculty Financial Meeting to discuss program budget and finance questions (optional)
Mid-February to early March 2022	Faculty decides if program will run based on committed participants (deposits & payments)
Late February to early March 2022	Vendor payments begin
March or April 2022	Mandatory MTSU pre-departure orientation
April 2022	Emergency guidelines and procedures meeting with VPIA;
May to August 2022	Faculty leads MTSU Signature Program

The proposal (MTSU OIA, 2022c) contains sections where faculty leaders provide a background and rationale for the program, a detailed day-by-day itinerary, a risk mitigation plan, a comprehensive budget, a complete academic syllabus, and a faculty vita. A completed

proposal is reviewed by the departmental chairperson, the director of education abroad, the college dean, and the vice provost for International Affairs. The chairperson and deans focus on issues of academic integrity while the director of Education Abroad and the vice provost of International Affairs focus on budgeting, logistics, and risk mitigation. Program approvals for summer programs occur in mid-fall. Appendix 2.1 shows a flow chart of the suggested process for proposal submission and pre-departure key events.

The content of education abroad workshops for faculty focuses mainly on marketing, finances, and risk mitigation. Staff in the Office of Education Abroad help faculty to understand how to effectively market their programs. Notably, all program leaders are given a budget of \$300 to support their marketing efforts. Representatives from the university's business office attend and present on financial policy, travel authorization forms, and issues of payment and reimbursement. The director of education abroad speaks to issues of health, safety, and risk management. We pay special attention to student health insurance, the overseas network of providers, and how one accesses health services.

Before departure, both faculty and students attend a pre-departure orientation. The faculty orientation mostly focuses on health and safety measures and the process of handling and reporting emergency cases. During the student orientation, the staff gives an overview of what to expect at the airport when leaving and upon arrival, how to handle transportation and money exchange, and where to go in case of emergency. We also put the students into groups by program and discuss cultural norms and customs to lessen the potential culture shock and help students avoid embarrassment. The idea highlighted is that intercultural learning is an experience that starts before the program begins and continues beyond the end of the program.

During the program, the support that the Office of International Affairs offers is limited to cases of emergency, such as natural disasters, civil unrest, and, as we all witnessed, a global pandemic. In other rare cases, a senior administrator might need to travel to help with an emergency case where a student or faculty member got sick or was hospitalized. After the program concludes, the office usually sends an end-of-program evaluation form and summarizes the findings to share with the program leaders, the department chairs, and college deans. They also schedule optional meetings with faculty to go over lessons learned.

Faculty Incentives

Preparing for and running a study abroad program can be a daunting task; however, it is also rewarding. Most faculty take the opportunity to energize their curriculum and give their students a hands-on experience with the content they deliver. Everyone usually comes back more refreshed and motivated with new ideas and insights. To encourage faculty at MTSU, the provost offers the Faculty Professional Development Travel Grant, and the International Affairs Office offers travel funds for reconnaissance trips. Additional grant opportunities for curriculum development and course design can usually be obtained through the teaching and learning centers and the department chair and college deans' funds. Anyone reading this chapter would expect faculty recognition to be a straightforward matter. Unfortunately, it is not. Most universities and colleges do not have a formal policy to acknowledge study abroad in the tenure and promotion process. Faculty sometimes get creative by including the extensive work of preparing and leading a study abroad program in the service section of the tenure and promotion portfolio.

BUILD INTERCULTURAL COMPETENCIES CAMPUS-WIDE

OIA leadership has a strong commitment to having our students develop intercultural competence. We firmly believe that one of the best ways for this to occur is for all our students to have an international experience. By doing this, the university equips our students to be successful on an international level. After they come back, we also encourage them to join one of the on-campus communities that International Affairs supports: the International Buddy Program, the Global Ambassador Program, or the Student Society for International Education.

While one of the most poignant ways for students to have an international experience is through study abroad, there are also other, more accessible ways for students to have international experiences and develop intercultural competence. For instance, there are several MTSU centers that play a key role in advancing the internationalization agenda, including the Center for Chinese Music and Culture, the Middle East Center, and the Center for Asian Studies. International Affairs, in collaboration with community organizations and MTSU centers, hosts a region-wide international festival every year. This takes place on campus and students are given free admission. Also, we host a variety of events where we celebrate multicultural holidays. In the spring we host *Holi* and provide our students an opportunity to celebrate with their Hindu peers. During Ramadan, we host a campus wide *Iftar*. Attendance at these, and other similar events, has surpassed our expectations, and they are a start toward global learning without traveling abroad or leaving campus. Olson et al. (2006) define global learning as the “knowledge, skills, and attitudes that enable students to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (p. v). We understand that to

have a successful experience, it is important to recognize and build intercultural competencies not only for our students but also for our faculty leaders. Hoekje and Stevens (2017) compare the campus community to an ecosystem of interrelated components and state that the faculty are an integral part of this complex social organization. The faculty are the first lens through which students view the outside world. Students consider them role models who display desirable and undesirable intercultural competencies. For example, some of the desired competencies that are valuable when leading a study abroad program are the faculty's appreciation of diversity and their ability to manage the dynamics of difference. This usually requires cognitive flexibility, quick decision-making, and clear communication skills. On the other hand, being stubborn and unwilling to consider alternative ideas and perspectives would defy the purpose of the program and cause it to fail. Since trying to build such competencies can be tricky when working with faculty, we lean on partnering with the LT&ITC and informal peer mentorship to support faculty who need capacity building. Additional programs, such as a community book club, featuring keynote speaker lectures, celebratory events, and specialized workshops, are also being considered for the future.

REFLECTIONS AND CAVEATS

Even with the importance that the university places on education abroad, there remain some challenges to overcome. Given the federal and state guidelines that require grants, scholarships, and loans to be used toward coursework that leads to degree completion, students, faculty, and advisors are particularly concerned with education abroad following a graduation roadmap. This has led to a robust system of checks and balances to ensure that the classes that students take while they are abroad meet federal and state guidelines for aid and degree completion.

Moreover, the Office of International Affairs conducts a series of workshops targeted at advisors that help them navigate these compliance issues and therefore protect students' financial aid for study abroad.

As the university has experienced an increase in both incoming and outgoing mobility, we have also experienced an increase in student health issues. Certainly, given the COVID-19 pandemic, physical student health and virus transmission and prevention have been important. At the same time, issues of student mental health have been of concern. Luckily, we have a robust risk mitigation plan that includes accommodations for student mental health. We work with student health services to vaccinate all students who want to be vaccinated, and we can provide vaccinations to exchange students who are not able to secure them in their home countries. We work with the counseling center to offer remote support to students who are quarantined or who are not comfortable with seeking counseling in a public setting. These efforts have proved to be successful and have continued after face-to-face classes and activities have resumed.

LOOKING AHEAD

As we reflect on the opportunities and challenges facing education abroad at MTSU, we find ourselves considering the following important elements:

Communication

Communication is key at all stages of the education abroad experience. This includes communicating with faculty who are interested in establishing an education abroad program. The communication of policies and procedures is vital in ensuring a smooth experience. This

takes place over time through different channels, emails, guidebooks, mandatory faculty orientation, and mandatory student orientation and workshops. Communication also includes promotional events and activities, such as the International Education Week celebration with at least one day dedicated to education abroad programs. Other events that draw and indirectly expose the campus community to different cultures and communicate a commitment to cultural understanding include talent shows, international scavenger hunts, calligraphy, international movie night, or an African drumming workshop.

Constant Assessment, Monitoring, and Evaluation

Tyson (2017), in discussing the marketing of short-term programs, states what we all know as obvious: if there are no students, we have no program. In assessing the potential success of any program, he recommends using a business model of analysis, the 4 Ps (product, place, promotion, price). Assessing the education abroad program as a *product*, where the program is going as the *place*, the campaign *promoting* the program, and the *price* of the program would give a quick assessment of the value proposition offered to the students, the faculty, and the campus.

As we plan the program, assessing the different program elements before, during, and after the program helps us better understand the benefits, challenges, and lessons learned for future programs. For example, every year, the office reviews the faculty handbook, assessing if there really is a magic number of participants that would provide a robust academic experience while making the program succeed financially. The curriculum committees, chairs, and deans are heavily involved in assessing the academic components, reconciling hours spent face-to-face versus the hours needed as per accreditation requirements.

Most of the time, we use post-program student and faculty reflections and suggestions compiled from student videos, student feedback, student evaluation, and student grade equivalency in our preparation for the next cycle. Different layers of evaluation are also monitored for feedback: course evaluation, faculty evaluation, and study abroad office advising session notes (see Appendix 2.2 for a sample faculty post-program survey). One aspect that we have not thought about in the past that we plan to consider in the future is examining the reasons behind choosing one program type over the other that could be included in future student surveys. The response might help to shed light on the participation of specific short-term programs and in future marketing of the program.

SUGGESTIONS FOR FACULTY AND ADMINISTRATORS

For many who have not led a program abroad or taught a course with an international focus, the time and effort that goes into building a study abroad may be lost. We have all heard others on campus referring to study abroad courses as trips abroad or excursions, but the reality is far from this simple notion. As we conclude this chapter, we want to acknowledge the faculty who have contributed to our robust Signature Programs overseas and thank them for pushing through over the years. We want to remind them and any other faculty who are hoping to run a program in the future that it takes a village and that our office and offices like ours in different universities are there to help. The faculty should not attempt to start this journey or continue this road alone.

In our over 25 years of serving in administrative roles overseeing study abroad, we have seen both effective and ineffective programs. As we think through the effective programs, two things come to mind. Faculty leaders who run effective programs are nimble. They do not

become overly concerned when a flight is canceled. They understand that other flights are available. They do not become unruly when the water in their foreign dorm room is not as warm as the shower of their home. They understand that things are different in a foreign country, and they help their students to understand the same. Faculty leaders who run effective programs are also academically centered. They understand that the academic component of studying abroad is the most important part. They work hard to be sure that the context of their trip ameliorates the academics of their class. While the touristic adventure of the travel is important, it is secondary to curricula.

The contrary can be said of ineffective programs. They are sometimes led by faculty leaders who have a difficult time tolerating ambiguity. This leads to problems dealing with the cultural dissonance surrounding international travel. They become irritated when something unexpected happens. Sometimes this occurs before, during, or after travel, and this perspective influences their students. Ineffective programs often focus more on the travel aspect of studying abroad. Ineffective program leaders set up tours that only peripherally address academics. While students may initially be excited by the prospects of a trip abroad, they quickly understand that the purpose of the trip is not necessarily academic.

CLOSING THOUGHTS

As we continue to deliver on our mission to promote comprehensive internationalization at MTSU, we believe that two key strategic goals are particularly relevant to education abroad: firstly, an intentional effort to support and expand a wide variety of programs such as services to support international internships, noncredit international services, and service learning abroad; and secondly, a campus-wide commitment to provide and facilitate programming that supports

intercultural competence, inclusion, acceptance, tolerance, and empathy. Working closely with the faculty, the administrators, and key stakeholders would ensure the attainment of these two strategic goals.

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APPENDICES

Appendix 2.1 Proposal Submission and Pre-departure

Preparation

This is a suggested, sequential workflow for the study abroad program proposal and departure preparation requirements.

1. Read through the Signature Faculty-led Program Handbook.
2. Review the existing study abroad programs to ensure a program will not be duplicated (see the Office of Education website at <https://mtsu.studioabroad.com/>. From there, select Program Search or contact the OEA since some programs may not be listed at the time of search).
3. Meet with the Director of Education Abroad.
4. Attend planning workshops, review the website, and find the documents which need to be submitted for an MTSU signature Study Abroad Program.
5. Submit the proposal.
6. Market the program during Study Abroad Fair and through marketing materials.
7. Follow up with students: course registration, scholarship application, financial aid, etc.
8. Pre-departure orientation for faculty and students.
9. Finalize last-minute details with the Office of Education Abroad/provider.
10. Run program-safe travels.

Appendix 2.2: Sample Faculty Post-Program Survey

Faculty Leader – Education Abroad Post-Program Survey

Thank you for taking the time to complete this short survey regarding your MTSU Signature Program experience. Your answers will remain anonymous. The data collected here will be used by Education Abroad to improve future programs for your students and Faculty Leader colleagues.

1. The support I received from the Education Abroad Office concerning travel arrangements was adequate.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
2. The support I received from the Education Abroad Office concerning finances and contracts was adequate.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
3. The support I received from the Education Abroad Office concerning safety and risk management was adequate.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
4. What was the best part of the support you received from the Education Abroad Office?
5. How might the support you received from the Education Abroad Office be improved?
6. Is there anything else you would like to add?

We thank you for your time spent taking this survey. Your response has been recorded.