FULBRIGHT FACULTY'S CONCEPTUALIZATION OF

THEIR INTERNATIONAL EXPERIENCE

by

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DEDICATION

In dedication to John and Will Benne who by love and joy and the sheer delight of childhood have kept me sane throughout.

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ABSTRACT

This embedded case study describes how four Fulbright recipients at a Carnegie I classified research institution in the western U.S. conceptualized their international experiences, and, the influence that these experiences have had on their faculty work lives. As U.S. institutions work toward internationalizing their campuses, they need to prioritize how best to use limited resources. By studying how four past faculty Fulbright recipients' international experiences have influenced their professional lives, we can gain a better understanding of how faculty engagement in international scholarship can influence their home institutions. Each faculty was individually interviewed and completed the Intercultural Effectiveness Survey. Interviews were then transcribed and coded to find common themes and concepts. Participants were asked to review the themes to verify their accuracy and the description of their case.

Themes emerging from this study were a professional growth and intentionality and purpose. Two themes related to challenges faculty face when engaging in international relationships also emerged: 1) lack of institutional funding, and 2) lack of institutional support. In conclusion, these findings can help institutions understand faculty development through international experience, and, more specifically, how faculty's international experiences will alter their work lives on their home campuses.

CHAPTER ONE

INTRODUCTION

<u>Background</u>

Colleges and universities are increasingly globally connected through student mobility, research, international conferences, and collaborations. To keep pace with the international marketplace, U.S. higher education institutions compete for notoriety. A higher education international ranking system now enables constituents to know institutions' international rankings. According to Hamza (2010), "Higher education has changed and can no longer be limited to strictly national context" (p.3). Another indication of U.S. higher education institutions' desire to be internationally engaged is mission statements that often use terms such as "global" and "international".

How institutions engage globally is reflected by all of their constituents, including faculty, students, and administrators. Institutions are challenged to prepare graduates to excel in a world where borderless careers are now the norm. As Stone (2009) suggests, universities must prepare both internationally knowledgeable and interculturally competent graduates. This comes at a time when U.S. institutions face increasing financial constraints, and stakeholders demand defined outcomes, such as higher job placement and graduation rates. Public institutions must respond to this challenge while receiving fewer federal and state dollars. With more limited resources, most universities and colleges are faced with the question of how to increase their institution's

international profile and ranking. Clearly, to internationalize their instructional programs, campuses must engage their faculty.

Faculty are not only stakeholders for internationalization, but also key initiators on many levels. For example, the University of Oregon identified their faculty as drivers for internationalization not only through their instructional responsibilities, but also through their research, curricula, study abroad programs, external relationships, and institutional partnerships (Dewey & Duff, 2009). Understanding the scale and dimensions of faculty involvement in internationalizing a campus provides a context for an important consideration: how faculty translate their knowledge from international engagement to students and their home campuses. A limited amount of research exists on how faculty are benefitting from their new knowledge and skills. Even less research points to how others on their campuses benefit.

<u>Purpose Statement</u>

This study was undertaken to describe how Fulbright scholars' international experiences have influenced their teaching, service, and outreach. Using an embedded case study of tenured faculty members who have spent significant time abroad teaching and researching, I will examine how they conceptualized their work as a result of their international engagement. The literature suggests, that faculty's professional experiences influences their role as educators (Hamza,2009) In particular, faculty who engage in international experiences engage in teaching and scholarship activities promote their students' understanding of different cultures and their position relative to the global

community. Results from this study will inform the field about the influence of faculty's international experiences on their teaching, research, and service responsibilities. These are key questions to all stakeholders seeking globally competent graduates.

Additionally, outcomes from this study may shed light on the benefits institutions receive from investing in faculty's international professional development opportunities. Understanding obstacles faculty face when engaging in international experiences at the institutional level may also inform how university administrators can potentially increase such opportunities. This knowledge can then be applied to strengthen campuses' international experiences and exposures.

Research Questions

Research Question: How does a faculty's international experience influence their professional responsibilities?

> Sub questions: How do Fulbright scholars' conceptualize the influence of their international experiences on their work?
>
> How do Fulbright scholars' translate the influence of their international experiences to their work?
>
> How do Fulbright scholars' describe the challenges and opportunities for implementing international experiences into their work?
>
> For the purposes of this study, faculty work is defined as their teaching, research and service.

<u>Definition of Terms</u>

Intercultural effectiveness: "Corresponds to communication skills, including both verbal and nonverbal behaviors, which enable individuals to attain their communication goals in intercultural interaction through an appropriate and effective performance" (Portalla, Chen 2009, p.4).

Intercultural competency: An extended ability for problem-solving in combination with personal abilities and culturally relevant knowledge that encourage effective intercultural team work (Steiner, 2011, p.238).

Transformative learning: "Adult learning that is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1996, p. 162).

Faculty development: Faculty development across all career stages in the areas of teaching, research/creative activity, outreach/service, leadership, and work/life integration (http://www.montana.edu/teachlearn/documents/missionstatementmar12.pdf).

Fulbright Scholars: For the purpose of this paper Fulbright Scholars are faculty members who have applied for and received a United States Department Fulbright grant to work overseas. The grant's length varies among participants.

International experience: For the purpose of this paper international experience refers to faculty's engagement work outside the U.S. in relation to their work.

Global learning: Encompasses international, global, and intercultural learning (Olson, Green, & Hill, 2006).

Internationalization: The inputs and programs of institutions that lead to enhancing the international, global, or intercultural dimensions (Olson et al, 2006).

Significance of the Study

With higher education institutions charged with producing globally competent graduates, the question is how to achieve this outcome most effectively. While students pass through institutions, faculty remain, bringing their expertise and shaping students' learning outcomes. Many institutions have faculty development programs that include grants, workshops, and centers. Including faculty's intercultural expertise in faculty development is important to prepare students to be global citizens, since they create curricula and research opportunities for students (Henard, Diamond, & Roseveare, 2012). This expertise has the potential to inform resource allocation and campus programming. Given the resource constraints of higher education and institutions' and stakeholders' demands for global competence, identifying how universities can wisely invest in faculty's global competence can lead to more globally competent graduates.

Chapter Summary

As higher education institutions prepare graduates for borderless careers, they must find both effective and efficient ways to internationalize their experiences. Faculty are considered experts in their fields, and their professional responsibilities include teaching, service, and research within their discipline. Through each faculty's international engagement it is believed that their scholarship will be influenced. How they develop their courses and incorporate international perspectives will subsequently

influence student learning. Faculty development through international engagement is

critical for students, because their learning is shaped by faculty's teaching and advising.

Since international engagement is not required by every discipline, faculty often must

work independently to transform their work and incorporate international dimensions.

CHAPTER TWO

LITERATURE REVIEW

<u>Global Engagement</u>

As Peter Stearns points out in his text, *Educating Global Citizens*, it would be hard to find a higher education institution in the U.S. that has not thought seriously about global education (Stearns, 2009). Many institutions strive to create global citizens. And while global engagement is increasingly called for, global influences on U.S. higher education are not new. Historically U.S. higher education has been shaped by an international context. With a world of growing interdependence and U.S. institutions' desiring to keep pace with foreign counterparts, global engagement is increasingly central to U.S. higher education. The National Research Council has called for increasing students' global competence in two ways: 1) more international experiences for students, and 2) integrating international content into on-campus courses (2009). According to Altback and Knight, institutions' main reason to engage globally is to "enhance research and knowledge capacity and to increase cultural understanding" (2007, p.291). Education also plays an important role in the global economy. This desire to increase global engagement at U.S. higher educational institutions has provided new opportunities for academics to become global travelers and acquire new knowledge and skills (Hamza, 2009).

Faculty Work Life

Faculty's roles are influenced by a number of external forces, including increased use of information technology, globalization of the curriculum, decreasing governmental support, changing accreditation requirements, diversification in student demographics, and negative public perceptions about the tenure system (Alstete, 2000). These considerable external forces can affect how faculty conduct their scholarship. Engaging in international scholarship is a choice.

Hand, Ricketts, and Bruening's research on faculty's benefits from and barriers to engage in international activities identified the following benefits: professional growth, improved teaching, and increased global awareness. Barriers to such engagement included cost, resources, and time. Both professional and family commitments were especially identified as barriers for faculty (Hand, Ricketts, and Bruening, 2007).

In Viers' research on when, how, and why faculty engage in international scholarship, three factors were identified as barriers, and five themes were identified as positive influences for such engagement. Barriers included one's current roles as a faculty member, personal and family obligations, and institutional hurdles. Support for international scholarship included working at an institution that encouraged internationalization, involvement with international students and faculty at one's campus, colleagues who valued international activities, strong study-abroad and international programs on campus, and a supportive spouse (Viers, 2003).

The Role of International Experiences in Faculty Development

As campuses strive to internationalize, faculty are key constituents in the process. As Bottery (2006) argues, "Faculty must be aware of the international landscape because 'without such awareness, professionals are blind to the changes affecting their societies and their own practice'"(p.106). Current research on faculty participation in an international experience indicates that, similar to students, faculty undergo transformation. Their own experiences then affect their attitudes about international engagement and teaching and their world view (Hamza, 2009). According to Cooper and Mitsunaga (2010), three things happen when faculty choose to engage globally:

- They leave the comfort of their classrooms and enter a market-driven world of global interactions.
- They are faced with unanticipated cross-cultural challenges which they may be ill-equipped to navigate.
- Their desire to collaborate creates challenges that involve technological challenges.

Not every faculty member is prepared to navigate these challenges. O'Dell (2008) suggests that institutional support for faculty to participate in international experiences is an investment that can create a ripple effect, serving to increase institutional global engagement. To address this issue, institutions have created more robust faculty development programs that include teaching and learning strategies (Fletcher and Patrick, 1998). At some institutions faculty development is supported by resources that provide opportunities to participate in international conferences, research, and seminars.

More important than the acquisition of global knowledge and skills is how they are used (Hamza, 2009). As one faculty who participated in an international seminar reflected,

> I appreciated the value of enhancing the seminar structure through experiential learning by discussing a topic in the morning, and then experiencing the content in the afternoon, followed by reflection in the seminar on the subsequent morning (O'Dell, 2008, p.250).

As a result of her own transformative experience, this faculty member added international content to her courses, created a faculty-led study abroad course, began encouraging students to study abroad, and gave two presentations on her own international experience (O'Dell, 2008).

Opportunities and support for faculty to engage internationally vary between institutions and within an institution's individual disciplines. As Buckner wrote about the opportunity for faculty physicians, "International travel experiences are infrequently a part of traditional faculty development experiences for U.S.-based physicians" (Buckner, 2013). International experiences for faculty might include:

- Attending an international conference

- Research collaboration with an international colleague

- Faculty exchange with an international partner institution

- Leading a group of students attending an international conference

- Leading a group of students on a short term study abroad experience

- Traveling internationally to establish institutional partnerships

- Living abroad to conduct research or teach

Fulbright Scholars Program

Started after World War II by Senator, J. William Fulbright, the Fulbright Program is the primer international education exchange program sponsored by the U.S. Government. There are multiple branches to the program including, student exchange, and scholar exchange. Although, primarily funded by the U.S. government foreign governments also contribute funds. Fulbright Scholars Program is a prestigious scholarship program for United States academics.

Currently, it is administered by the Council for the International Exchange of Scholars, a division of the Institute of International Education. The 12 member J. Willam Fulbright Foreign Scholarship Board is appointed by the President of the United States. The eligibility requirements for faculty applicants are as follows: all applicants must be U.S. citizens, hold a terminal degree in their field, must be of sound mental and physical health, no professional religious activities are permitted during the award, and applicants must disclose any felony or misdemeanor convictions. In addition, faculty must be residing in the U.S. when they apply for a grant and plan on returning to the U.S. at the completion of their grant. There are more specific eligibility guidelines for faculty wishing to apply for a second Fulbright grant (Fulbright, http://us.fulbrightonline.org/about/history).

Transformative Learning Theory

To understand faculty learning from engagement in global experiences, we must first understand adult learning through role identity and transformative learning.

Poutiatine and Conners (2012) state that "educators must be clear about the role their own identities play in the practice of teaching and engaging with the world" (p.68). More simply stated, they suggest that faculty must understand how their internal self informs their external decisions and how to develop or transform their role identity. According to Poutiatine's (2012) research, transformation begins with the formation and affirmation of one's identity.

All adults have acquired a large body of experiences that informs their frame of reference. These frames of reference, partly based on our experiences, shape how we understand our world. These experiences include associations, concepts, values, feelings, and conditioned responses. Transformative learning theory can be summarized as the process of effecting change in an individual's frame of reference (Mezirow, 1997). Our frame of reference is complex, with cognitive, and emotional dimensions that help us understand our experiences, or as Mezirow states, shape our habits of the mind. While immersed in another culture one's own worldview is often challenged. Frames of reference are transformed through critical reflection on assumptions of our beliefs and points of view (Mezirow, 1997). The assumption is that this challenge results in a transformation or change in one's frame of reference.

Adult learning leads to autonomous frames of reference as opposed to the beliefs and judgments of others (Mezirow, 1997). Understanding transformative learning theory sheds light on development of a changed world view as a result of international experiences. As an adult theory, we understand faculty as learners. As they engage in international experiences it is assumed that they will develop new global competency

skills. According to Poutiatine and Conners, the "transformative process can also be considered developmental as a cyclical process of identity formation and reformation" (p.71).

According to Hamza's qualitative case study on female faculty members, international experience resulted in transformative learning. The transformation reformed the faculty's personal and professional attitudes (2009). They changed their self-identity. As Poutiatine and Conner (2012) state, the transformative experience must by definition both form and reform one's identity. Female faculty participants in this study developed perspective transformation in patience, flexibility, and calmness. As Hamza noted in her conclusion, "Faculty's growth and transformative learning was endless" (p.58). Their transformations led to changing how they saw their roles as educators.

This transformation of faculty illustrates how an international experience further develops skills and transforms how they view their roles. In an age when global engagement is the buzz and education is an international field, faculty have multiple ways to gain international experience that can lead to transformation of their teaching, research, and service. Clearly not all experiences are equal, as every individual will interpret these experiences within the context of her own unique set of life experiences. This is the essence of transformative learning.

<u>Faculty Development</u>

Education is similar to other professional fields with the need to continually learn and stay abreast of information in the field. However, faculty are also viewed as experts

who, in addition to teaching, are actively engaged in research, presentations, and

publications. Unlike K-12 education, how faculty develop outside their disciplines is not

clearly defined. The significance of professional development for teachers in the K-12

grades is reflected in the requirement for practicing teachers to complete a certain number

of professional development hours annually. This model does not apply to higher

education, where the majority of faculty are not even trained teachers.

In higher education teaching can be seen as a secondary skill to faculty's expertise

in their disciplines. To help foster this skill institutions provide faculty development

centers. Historically, these centers assist faculty in becoming better teachers (Bakutes,

1998). It should be noted that participation in faculty development activities is not

required, but many faculty are self-motivated to participate (Liss, 2005). Thus faculty's

individual motivation to learn and grow also applies to choosing international experience.

It is not a requirement or central to their role and scope. Until recently, development of

international skills has not been included in institutional support of faculty development,

either through the development centers or with monetary resources.

However, recent research presents a strong case for the importance of investing in

faculty's international development. Rollins College president Lewis Duncan has

identified the need to engage faculty internationally and pledged considerable

institutional support. Each faculty will have the opportunity to travel abroad once every

three years (Fisher, 2008). The University of Oregon identified their faculty as drivers in

internationalizing their campus (Dewey, Duff, 2009). Research conducted at Seton Hall

University found that faculty who feel they play an important role in campus

internationalization are more likely to become involved than those at institutions where they feel like international work is done by administrators (Fischer, 2009). This same research found that faculty who spent time abroad as adults were more likely to incorporate international perspectives into their teaching and research.

Thus, faculty's engagement in international experiences offers rich opportunities to further develop their skills and transform how they view their roles. In an age when global engagement is the buzz and education is an international field, faculty have multiple opportunities for experiencing our interconnected world that might lead to transformation. These include participating in an international conference, doing research with international colleagues, serving as a visiting scholar/ lecturer at a foreign institution, leading groups of students abroad, or consciously engaging with international students and scholars at their respective institutions.

Assessing Intercultural Effectiveness

The research related to assessing the construct of intercultural effectiveness has primarily been conducted with students who have participated in study abroad programs. Little if any quantitative data exists to document the development of intercultural effectiveness of university faculty who engage globally in their work. The research on assessment of intercultural effectiveness is geared towards understanding how universities can produce students that are global citizens and answering the basic question: Does study abroad lead to intercultural effectiveness (Lederman, 2007)? This research question does not address the need to understand faculty's roles in developing

intercultural competence themselves or with their students. It also does not address the ambiguity surrounding the term "intercultural competence" and its multi-faceted nature.

One popular quantitative instrument, the Intercultural Development Inventory (IDI), has been used in multiple published student studies to measure students' study abroad development of intercultural sensitivity as a result of their experience (Pederson, 2010). This quantitative instrument does have limitations. For example, it does not address the relationship between pedagogical techniques used in study abroad and student learning outcomes (Pederson, 2010). This lack of knowledge creates a large gap in creating courses that lead to intercultural effectiveness.

One study assessed students' intercultural effectiveness through a qualitative approach involving an individual self-study. Robert Weigi advocates that students' development of intercultural competence can be assessed and heightened through cultural self-study (Weigi, 2009). Weigi suggests that students participating in self-study increase their own awareness of their culture in shaping their discoveries. His self-study method combines both quantitative and qualitative methods, working with an open-minded teacher. Students consider eight categories:

- Historical roots and longstanding memberships
- Beliefs, values, and worldviews
- Settings and scripts important for your socialization
- Group experiences
- Personal characteristics rewarded by your culture related to gender, age and social class
- The scripting of your personhood
- Cognitive style
- Overview of your cultural programming and identity

Weigi concludes that self-study is one tool that can be paired with quantitative methods in pre and post to assess students' development of intercultural competence.

One published study specifically targeted educators' development of intercultural effectiveness, but involved K-12 teachers. Based on increasingly diverse U.S. K-12 classrooms, Joan DeJaeghere and Yi Cao conducted a four-year quantitative study using the Intercultural Development Inventory (IDI) to assess if professional development of educators increases or decreases teachers' intercultural competence. They used the IDI pre and post and found that professional development programs can help educators gain intercultural competence (DeJaeghere & Yi, 2009).

One resonating issue is the ambiguity of intercultural competence. In order to further understand this, Guo-Ming Chen and Tamara Portalla created an assessment tool for intercultural effectiveness. According to Portalla and Chen (2009), intercultural effectiveness "corresponds to communication skills, including both verbal and nonverbal behaviors, which enable individuals to attain their communication goals in intercultural interaction through an appropriate and effective performance." They developed the Intercultural Effectiveness Scale (IES) to assess the construct of intercultural effectiveness. The IES assesses the following five factors: message skills, interaction management, behavioral flexibility, identity management, and relationship cultivation. Students who scored high on the IES tend to demonstrate the following characteristics:

- They are more sensitive to intercultural interaction.
- They are less anxious in intercultural interactions.

- They know how to show respect to their counterparts within an intercultural interaction.

- They are able to understand, distinguish, and execute the messages during the interaction as well as respond appropriately.

- They know how to maintain their counterparts' identity in intercultural interaction.

- They know how to manage the process of the intercultural interaction.

Constructs Measured by the Intercultural Effectiveness Scale (IES)

"Message skills", according to Portalla and Chen, is the ability to use a foreign language to understand communication codes, oral message evaluation, speak, and human relations. In essence Portalla and Chen (2009) suggest that these skills are related to one's ability to understand what is considered acceptable behavior when communicating in a foreign culture.

"Interaction management" involves assessing skills related to sustaining solid interactions within the context of a different culture.

"Behavioral flexibility" is the ability to make use of appropriate mannerisms based on the cultural context. According to Chen (2007), "behaviorally flexible or adaptive persons are able to integrate various communication demands in terms of culture, ethnicity, race, gender, and religion" (p. 105).

"Identity management" assesses the ability to maintain one's own identity and also recognize the identity of the other individual.

"Relationship cultivation" measures one's ability to form a relationship with positive communication outcomes.

Chapter Summary

Much ambiguity surrounds the question of how best to achieve interculturally effective faculty and a richer international learning environment. Transformative learning theory provides a lens to understand how faculty are transformed through international engagement. Assessing faculty's intercultural effectiveness as a result of their international experiences must also be considered when defining this transformation. The research on faculty's development and utilization of intercultural effectiveness is sparse. Faculty's participation in international engagement is further contextualized in the complex bureaucracy of higher education where faculty are working to integrate teaching, research, and service to accomplish goals leading to tenure and promotion.

CHAPTER THREE

METHODS

<u>Introduction</u>

The purpose of this study was to describe how faculty's participation in a sustained international experience influenced their view of their scholarship, particularly in the areas of research, teaching, and service. Faculty's conceptualization of their international experiences, as a result of their Fulbright award, will be explored through qualitative faculty interviews. Their intercultural communication skills will be assessed using the Intercultural Effectiveness Questionnaire developed by Guo-Ming Chen and Tamara Portalla in 2009. Assuming that these faculty have increased intercultural communication skills, the question is then how their own transformation has resulted in conceptual changes in their research, teaching, and service.

Research Question: How does a faculty's international experience influence their professional responsibilities?

 Sub questions: How do Fulbright scholars' conceptualize the influence of their international experiences on their work?

 How do Fulbright scholars' translate the influence of their international experiences to their work?

 How do Fulbright scholars' describe the challenges and opportunities for implementing international experiences into their work?

Research Design

This research effort will use an embedded case study (Yin, 2013) design to describe and understand how each Fulbright scholars' international experience influenced their teaching, learning, and service. The units of analyses studied for this research effort are the four Fulbright scholars embedded within the overall case defined as the Fulbright Scholar program at a Carnegie I Institution in the West. Data will be collected through both qualitative and quantitative methods. The qualitative data will be gathered through in-person interviews and document analysis of Fulbright scholar applications. Each interview was recorded and transcribed. Prior to the interviews, quantitative data was collected from the 42 item Intercultural Effectiveness Communication survey. This survey data further described the cultural understandings of each case studied.

Bounding the Case

Context and Assumptions

Beyond the role and scope of faculty responsibilities to obtain tenure, some find time to engage in international work. To determine the extent to which international experience transforms a faculty's professional life, this study examined faculty who have had a sustained international experience through the U.S. State Department's Fulbright Scholars program. Four faculty from a Carnegie I classified research institution in the West were interviewed. Their home institution is the flagship land grant institution in the state and offers both Master, and PhD's. Each faculty had tenure at this institution prior to applying for a Fulbright. The faculty interviewed for this study participated in their

Fulbright between 2007-2012. This particular institution has had thirty-three faculty participate in Fulbright since 1986. To participate they each had to individual apply for the Fulbright program and complete the application independently. Each faculty returned to this institution and are still on faculty in their respective departments. All faculty were interviewed Spring 2014 on their home campus and in person.

One assumption is that faculty, similar to students who study abroad, undergo a transformative experience from their international experience. Another related assumption is that through international experience faculty also develop desirable skill sets in intercultural competency. This transformation is measured in multiple ways. In this research the Intercultural Effectiveness Scale will be used to assess each faculty's ability to communicate in intercultural settings. Assuming that faculty develop a strong ability to achieve their goals in intercultural interactions leads to the assumption that they are more likely to show compassion toward students' cultural diversity on their home campus (Portalla & Chen, 2009). The conjecture that internationally engaged and aware faculty are more likely to encourage similar engagement among students and colleagues is an assumption, especially given the demanding rigor of tenure and promotion standards that do not consider international engagement. Faculty are assumed to spend time advising students on engagement outside the classroom. This would lead to conversations about research possibilities, experiential education, internships, and career goals, along with possible international experiences. Another underlying assumption is that faculty are more likely to encourage students to participate in what they themselves are comfortable and familiar with. Finally, although the Intercultural Effectiveness Scale was validated

for use with college students, the literature suggests that the scale items are also appropriate for descriptively assessing faculty's intercultural effectiveness resulting from engagement in similar types of international experiences.

<div align="center">Participants</div>

Participants comprising the sample where purposefully selected through criterion sampling. This sampling design was appropriate as it identified faculty who have participated in international collaborations. Participants for this study were tenured faculty at a Carnegie I research institution in the western U.S. They were selected on the basis of their past participation in a Fulbright Specialist Program and are currently active faculty with professional responsibilities that focus on teaching, research and service. To be eligible for Fulbright, each faculty must be a U.S. citizen, hold the terminal degree in her field, have spent a minimum of five years of post-doctoral teaching or professional experience in her field, and be residing in the U.S. at the time of application and grant approval (Fulbright, p.2). The four Fulbright scholars participant in in this study spent five to 11 months living overseas engaged in professional activities in their respective disciplines.

<div align="center">Instruments and Data Collection</div>

The Intercultural Effectiveness Scale (IES) (Portalla & Chen, 2009), found in Appendix A, was used to assess faculty intercultural effectiveness. It is one measure of the faculty's intercultural competence specifically addressing the participant's

intercultural communication skills. More specifically, the 42-item questionnaire will assess faculty's behavioral flexibility, interaction management, message skills, identity maintenance, and relationship cultivation. This questionnaire has been tested to assess the ability of the respondent to succeed in intercultural interactions (Portalla & Chen, 2009). The questionnaire was initially developed using 246 college students who were asked to answer each question using a five-point Likert scale. Respondents with higher scores were considered to be more interculturally effective than those with lower scores (Portalla & Chen, 2009). Results from exploratory factor analysis identified the factors mentioned that equate to greater intercultural effectiveness. The overall internal consistency reliability coefficient for the entire 42-item scale was .85 (Portalla & Chen, 2009).

<u>Interview Protocol</u>

The interview questions (see Appendix B) were developed to address the three research questions. Specific interview questions were written to understand faculty's conceptualization of their teaching, service, and research. In order to better understand faculty's work pre and post international experience, questions address changes in participants' scholarship after their Fulbright award. The design is intended to illuminate any changes in faculty's work and scholarship as a result of their Fulbright award. Finally, the questions will help institutions better understand barriers and obstacles for faculty to engage in a sustained international experience. These questions were piloted with faculty members who have engaged in international experience but not participated

in a Fulbright award. The questions were reviewed by an administrator with more than 25

years' experience in Fulbright advising and by a faculty member from a non-peer

institution.

Data Collection Procedures

All participants were interviewed in a face-to-face format using questions from

the interview protocol located in Appendix A. The interviews were recorded and

transcribed. Prior to each interview participants were asked to complete *the Intercultural*

Effectiveness Questionnaire. The 42-item survey was given to the faculty member prior to

starting the qualitative questioning. Once the researcher completed an analysis of the

interviewee's responses to both the quantitative and qualitative questions, the Fulbright

scholars were asked to review the results to verify their accuracy. Participants' were asked

to participate in member checking were they reviewed the themes identified by the

researcher to ensure that they accurately reflected the concepts that were identified from

the analysis of their interview transcripts.

Data Analysis

Once the interviews were completed, the recordings of the interviews were

transcribed word by word to text for analysis. The interview transcripts were analyzed

according to procedures outline by the Qualitative analysis of interview data guide, by

Kent Lofgren, (Lofgren, 2003). First, preliminary exploratory analysis was used to

familiarize the researcher with the data. During which each interview's transcription was

read through without any note taking. Secondly, memoing was used to write notes in the

margins in an effort to develop preliminary coding categories. The third stage involved

pulling out the memoing on the transcribed participant interviews to identify central

themes and categories to help answer the research questions. To do this a concept map

was created for each research questions. Once common themes were identified the

researcher returned to the transcription for additional review to determine if other themes

emerged. The final analysis examined the common themes emerging from coding of the

interview transcripts and their relationships to each other. Common themes interpreted to

represent similar concepts were combined and renamed. The four Fulbright Scholars

were then asked to participate in member checking to ensure that the concepts identified

were accurate. Where discrepancies occurred, the researcher and the Fulbright Scholar

engaged in discussions to negotiate concept identification emerging from the interview

transcripts.

Each participant's responses from the interviews were then paired with their

questionnaire responses. Adding the quantitative element served to help understand the

participants' intercultural effectiveness, within the context of their behavior flexibility,

interaction relaxation, interaction respect, message skills, identity maintenance, and

interaction management (Portalla & Chen, 2009). Results from the questionnaire

provided a richer understanding of each faculty member's ability to perform her

professional responsibilities in international settings.

Role of the Researcher

As an administrator in education abroad the researcher's lens differs significantly from tenured faculty. The researcher has worked in the international education field for ten years in a variety of roles. She has lived abroad for three years studying and teaching. She has also created and led short term international experiences for university students and K-12 educators. Additionally, she has traveled extensively recruiting international students to attend U.S. higher education institutions. She has also participated as a graduate student in a faculty-led summer program. In her current work in the international education field, she facilitates education abroad opportunities for students, manages international institutional partnerships, and oversees student participation in education abroad opportunities. Through her multiple roles in international education she has identified a need to further understand faculty's roles and engagement in the field. The findings of this study and the role of the researcher as an international education administrator will help inform efforts to internationalize universities with university faculty and administrators.

Trustworthiness

The dependability of the research outcomes found by this study was accomplished through triangulation of the data collected from interviews, observations, and participant feedback. The coding and results of these qualitative data sources were used to establish the fidelity of the research outcomes. The credibility of the study and confirmation of results were documented through faculty checking and feedback from other experts who

interact with faculty who have participated in international experiences. The researcher's understanding of international student and faculty development experiences further supported the credibility of the research findings from this study. Transferability is addressed by providing a rich description of the participants interviewed for this study as well as the context of their international experience.

Chapter Summary

Data for this embedded case study will come from an International Effectiveness Survey and individual qualitative interviews. All participants completed the survey prior to being interviewed. Interviews were transcribed. Coding identified participants' common themes. Finally, participants were asked to fact check the themes. Through these methods the research will be triangulated to answer the three research questions.

CHAPTER FOUR

RESULTS

<u>Purpose</u>

This study described how Fulbright Scholar's international experiences have influenced their teaching, service, and outreach. The literature focused on faculty engagement in international experiences such as those offered by the Fulbright Scholars program suggests positive influences on faculty teaching, research, and service, and may also contribute to institutional efforts to create a more globally oriented campus. For example, providing students with global perspectives and experiences is important in the U.S., as colleges and universities seek to better prepare graduates for success in our interconnected world. More specifically, this embedded case study examined faculty at a Carnegie I research institution in the western U.S. who have been awarded a Fulbright Scholarship, considered a prestigious award among university colleagues. Recipients must apply to be granted an award. Four faculty from various disciplines who have received a Fulbright award in the past ten years were studied through the 42-item Intercultural Effectiveness Scale and a face- to-face interview.

All interviews were recorded and transcribed. The researcher then coded each individual's data by identifying concepts, which often took the form of frequently used vocabulary and phrases. Concept maps were created for each of the three research questions and themes were then identified. The major research questions and three sub-questions were:

Research Question: How does a faculty's international experience influence their professional responsibilities?

Sub questions: How do Fulbright scholars' conceptualize the influence of their international experiences on their work?

How do Fulbright scholars' translate the influence of their international experiences to their work?

How do Fulbright scholars' describe the challenges and opportunities for implementing international experiences into their work?

The results are reported below. First, each case is summarized in a narrative format as a summary of the interview under the three research questions. At the end of each summarization concepts are identified that emerged in the coding analysis of each case study. Finally, through the use of concept maps the underlining themes are identified and described. These themes emerged from the concept maps across multiple interviews.

<u>Case One Description</u>

A tenured male mathematics faculty member in the College of Letters and Science, who was awarded a Fulbright at Thammasat University in Thailand. Case Study One will be referred to as the Statistician. Thammasat University is a private institution located in the heart of Bangkok, Thailand. Some courses at Thammasat are offered in English, but a majority of the undergraduate courses are still offered in Thai. His Fulbright award was during the 2008-2009 academic school year. He spent one semester and a summer teaching at Thammasat University and was not accompanied by any family

during his experience. While applying for the Fulbright he also applied for and was
granted a sabbatical from his home institution.

Conceptualizing the Influence
of His Fulbright Experience on His Work

This faculty member used the word "transformation" to describe how his
Fulbright award altered his work. He felt new energy, took on new responsibility,
modified his teaching style, and diversified how the graduate program on his home
campus recruited their graduate students. Additionally, his connections now greatly
influence his role as an advisor, which has shifted from primarily advising on his home
campus to sustaining relationships with his colleagues and students abroad. This includes
serving as co-chair on multiple dissertation committees and co-authoring publications. In
his words, "It changed everything."

Translating the Influence
of His International Experience on His Work

For this Statistician, one result of the Fulbright experience was the diversification
in his role on his home campus. Specifically, he recruits the PhD students for the
department's graduate program. In this role he is intentionally recruits and matriculates
international students. He understands the difficulty of mastering the English language in
being successful as a graduate student and utilizes technology to "skype" PhD candidates.
In his response he spoke candidly about his pride in the congenial and supportive
environment between the international and domestic graduate students.

Another key translation for this Statistician has been his continual work and scholarship with Thammasat University. He has returned every summer to teach in their program. He has facilitated a Memorandum of Understanding between his home institution and Thammasat University, allowing for the exchange of students and faculty. This relationship has resulted in publications, international conference presentations, and opportunities for his American graduate students to present at international conferences.

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Challenges and Opportunities for
Implementing International Experiences into His Work

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For this faculty member one clear challenge for engaging in international work is funding. To accept the Fulbright award he had to secure additional institutional funding, which turned out to be an obscure process with no clear institutional path. Another faculty challenge was establishing the connections to apply for Fulbright or other international scholarships.

Part of the Fulbright proposal includes letters of support from the international institution. He was able to obtain these because a former student had invited him abroad the year prior to applying for his grant. This initial trip opened the door and allowed him to establish the required connections. However, if a faculty does not have any connections abroad, entering into any international sojourn can be a futile and cumbersome process. He noted how seldom he is aware of other colleagues participating in international work, specifically during their sabbaticals, yet he would most definitely apply for another Fulbright or go abroad. As he noted, "Success breeds success." Once he

became engaged internationally, he felt confident and successful in his scholarship and continues to reengage.

These efforts have brought him recognition at both the institutional and departmental levels. At the institutional level recognition resulted in additional funding to accept his Fulbright award. At the departmental level recognition resulted in support from his department chair for covering his courses. Without an additional scholar to teach the same classes, a faculty member teaching abroad can create a disruption in the curriculum. He noted this is especially true in graduate studies because of their specialization.

Case One Concept Identification Summary

Through concept mapping, key concepts were identified for this subject. This Fulbright scholar described his conceptualization of work and revealed the concepts of joy, excitement, benefit, international collaboration, and transformation. The concepts related to how international experiences influenced his faculty work included: alterations, modifications, appreciation, influence, connections, and sustained international travel and collaborations. Concepts related to challenges and opportunities identified included: funding, clear pathways, self-motivation and innovation, commonality, specialization, sharing, and benefits.

Table 1.
IES Results for Statistician

Items by Factor	Item Ratings
Behavioral Flexibility 2.75	
I'm not always the person I appear to be when interacting with people from different cultures	4
I often act like a very different person when interacting with people from different cultures	2
I find the best way to act is to be myself when interacting with Table 1 (Continued)	
people form different cultures	1
I am afraid to express myself when interacting with people from different cultures	4
Interaction Relaxation 4.4	
1. I find it is easy to talk with people from different cultures	4
I always know how to initiate a conversation when interacting with people from different cultures	4
I find it is easy to identify with my culturally different counterparts during our interaction.	4
I find it is easy to get along with people from different cultures	5
I feel relaxed when interacting with people from different cultures	5
Interactant Respect 4.66	
I always show respect for my culturally different counterparts during our interaction.	5
I always show respect for the opinions of my culturally different counterparts during our interaction	5
I use appropriate eye contact when interacting with people form different cultures	4
Message Skills 3	
I have problems with grammar when interacting with people form different cultures	3
I often miss parts of what is going on when interacting with people from different cultures	3
I have problems distinguishing between informative and persuasive messages when interacting with people from different cultures	3
Identity Maintenance 4.66	
I find I have a lot in common with my culturally different counterparts during our interaction.	4
I find it is difficult to feel my culturally different counterparts are similar to me	1
I always feel a sense of distance with my culturally different counterparts during our interaction.	1
Interactional Management 3.5	
I am able to express my ideas clearly when interacting with people from different cultures	
	3
I am able to answer questions effectively when interacting with people from different cultures.	
	4

Statistician's item ratings and means by factor for his perceived intercultural effectiveness are found in Table 1. When examining his ratings it is clear that he perceives himself to have effective communication skills related to "Interaction Relaxation", "Interaction Respect", and "Identity Maintenance". However, his perceptions of his effectiveness in area of "Behavioral Flexibility", "Message Skills", and "Interaction Management" are mixed.

For example, in terms of "Behavior Flexibility", John indicated that he acts like a different person when interacting with people from other cultures and that the best way to interact with individuals from other cultures is to be myself. He also felt that he acts genuinely and is not afraid to express himself when interacting with people from other cultures. In terms of "Identity Maintenance", John perceived himself to have a lot in common with his culturally different counterparts and does not feel distant from them during interactions. Based on Chen & Portella's interpretations, these results suggest that when interacting with people from other cultures that he perceives himself to be flexible during interactions, relaxed, respectful, able to appropriately respond, promotes his counterparts cultural identity and can sustain his interactions with culturally different peers.

Case Two Description

A tenured female faculty member of American literature in the English department of the College of Letters and Science. Case Study Two will be referred to as Literacy Professor. She was awarded a teaching Fulbright in Egypt at The American

University of Cairo, a private institution with English as the primary language of instruction. The institution was located in a suburb of Cairo. Her award, during the 2007-2008 academic year, enabled her to teach two semesters there. Her two children and husband accompanied her during the year. While applying for the Fulbright teaching award she also was granted a sabbatical from her home institution.

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Conceptualizing the Influence
of Her Fulbright Experience on Her Work

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For Literacy Professor, her time abroad resulted in a major shift in her work. Although she was awarded a teaching Fulbright grant, she also planned to write a book during the experience. As she stated, she had started the book and been approved by a publisher when she expanded her book's topic to include the Middle East. She credited the influence of her students in Cairo and her dialogue with them as influencing this change. This shift in her research scholarship as a result of her international engagement has continued, and during the interview she referenced a soon-to-be-published article that also incorporates ideas and global perspectives she gained through her experience.

Her view of instruction and curriculum was also influenced by her international experience. During the interview she provided a thorough and insightful explanation of her courses. Her conceptual framework clearly has taken on a new lens. Her course content now includes a more global framework for reviewing American literature. She noted all of this was an unexpected change resulting from her Fulbright award.

Translating the Influence
of Her International Experience on Her Work

Literacy Professor articulated several tangible changes in her scholarship as a

result of her Fulbright award, specifically mentioning that her teaching and research have

been the most altered. Changes have included the curriculum modification in her courses

at her home institution, her continued connections with the University of Cairo, her

participation in international conferences, and her research and publications. When asked

specifically about changes in her student advising, she mentioned her current position as

Director of the Graduate Program. This raised questions for her about institutional

initiatives to engage more students in O8international experiences, and she noted with

regret a lack of opportunity for her graduate students to pursue such study.

Challenges and Opportunities for
Implementing International Experiences into Her Work

Inquiring about the feasibility of graduate students engaging in international

experience, she asked about funding. Literacy Professor's graduate students are all

teaching assistants, tied to campus to fulfill their duties, and because of those obligations,

engaging internationally is difficult for them. Outside of her student advising she spoke

of her desire to be fluent in Arabic. Not being fluent has restricted her use of international

publications in her courses and her own research. She noted how difficult it is to acquire

fluency in a second language and how valuable such fluency is.

She is supported by her department to engage in international scholarship. When

asked about the formal opportunities to share her international scholarship, she noted

there were none, after initially thinking such avenues existed. She suggested an organized

symposium and articulated the need for colleagues to share with one another the benefits

of their international work. When asked if this meant how to apply for a Fulbright, she

clearly stated that faculty need to understand the bigger picture of their expertise and

research.

Literacy Professor Concept Identification Summary

The concept analysis of her responses to the interview questions about

conceptualization of her work resulted in the following: changed lens, influence, pleasant

surprises, newness, differences. Concepts that emerged through analysis of her responses

to research question two about the influences on her work life yielded the following:

interests, recontextualized scholarship, new connections, nice and good, and further

international travel. Through concept mapping the following concepts emerged for

research question three about institutional barriers and opportunities: peer culture, peer

engagement, funding, foreign language, connections, and institutional voids.

Table 2.
IES Results for Literacy Professor

Items by Factor	Item Rating
Behavioral Flexibility 3.75	
I m not always the person I appear to be when interacting with people from different cultures	4
I often act like a very different person when interacting with people form different cultures	5
I find the best way to act is to be myself when interacting with people form different cultures	2
I am afraid to express myself when interacting with people from different cultures	4
Interaction Relexation 3.2	
I find it is easy to talk with people from different cultures	4
I always know how to initiate a conversation when interacting with people from different cultures	2

Table 2 (Continued)

I find it is easy to identify with my culturally different counterparts during our interaction.	4
I find it is easy to get along with people from different cultures	4
I feel relaxed when interacting with people from different cultures	2
Interactant Respect 2.66	
I always show respect for my culturally different counterparts during our interaction.	5
I always show respect for the opinions of my culturally different counterparts during our interactions	1
I use appropriate eye contact when interacting with people form different cultures	2
Message Skills 4.66	
I have problems with grammar when interacting with people form different cultures	5
I often miss parts of what is going on when interacting with people from different cultures	4
I have problems distinguishing between informative and persuasive messages when interacting with people from different cultures	5
Identity Maintenance 3.33	
I find I have a lot in common with my culturally different counterparts during our interaction.	2
I find it is difficult to feel my culturally different counterparts are similar to me	4
I always feel a sense of distance with my culturally different counterparts during our interaction.	4
Interactional Management 3.00	
I am able to express my ideas clearly when interacting with people from different cultures	4
I am able to answer questions effectively when interacting with people from different cultures.	2

The IES item ratings and means by factor for Literacy Professor's are reported in Table 2. In examining her ratings you can see this faculty perceives their "Message Skills" to be their strongest in interacting with people for other countries. According to Portalla and Chen these skills refer to both the verbal and non-verbal skills to communicate effectively. The other item this faculty perceives to communicate is 'Behavioral Flexibility". This refers to the ability to adapt to the context of a situation and adjust to achieve communication goals. The results indicate a degree of uncertainty in the following categories "Interaction Relaxation", "Identity Maintenance", and "Interactional Management". These categories include feeling relaxed when interacting with other cultures, the ability to understand the cultural context of the conversation, and

the clarity of interacting with others from other cultures to get ones point across. The item this faculty member indicated as being less developed was "Interact Respect". The faculty perceives that she shows respect for culturally different counterparts during their interactions but does not perceive that she shows respect for their opinions during the interaction.

<div align="center">Case Three Description</div>

A tenured male faculty member in the Film and Photography department within the College of Arts and Architecture, who was awarded a teaching Fulbright in Mauritius. Case Study Three is referred to as Film Maker. Mauritius is a small island located off the coast of Southern Africa. His award, during the 2011-2012 academic year, enabled him to teach two semesters, accompanied by his wife and two children. While applying for the Fulbright teaching award he also applied for and was granted a sabbatical from his home institution.

<div align="center">Conceptualizing the Influence
of His Fulbright Experience on His Work</div>

Film Maker stated emphatically that his research has not changed, because it was well formed prior to his Fulbright award. Based on his film discipline he knew what type of film he would be producing while abroad and specifically while in Mauritius. He identified his teaching as the biggest change influenced by his Fulbright experience. But he also noted, "It is hard to put my finger on what the change is, but it was a really difficult teaching environment there."

Translating the Influence of
<u>His International Experience on His Work</u>

A deeper understanding of his scholarship has impacted both his teaching and future films. Based on the film project he did while abroad, he knows this type of film production is not his life calling, and he does not desire to create the same type of film in the future. His difficulties while teaching in Mauritius have caused him to be more flexible and confident in teaching at his home university. He expressed gratitude for the student engagement at his home institution and the resources available to teach. As Film Maker said, "It is so much easier to teach in this environment."

He has chosen to attend and present at an information Fulbright scholars conference. He also expressed a desire to further the international dimensions of his field by communicating the experience of teaching media in resource-deprived countries. He would like to continue this work, as he values that "It's not about having the latest SONY whatever; it's about telling the story." He said this is his "take away" from his year, and he wants to share with others how to do things in similarly resource-challenged places.

In addition to the influence of an international experience on his own teaching, he also noted his increased support for his students' international engagement. Film Maker said he has always supported study abroad, but now he is even more likely to encourage his undergraduate students to participate. He said that within his discipline he has a tough time getting students out of the building. He spoke about how, when he advises to study abroad, he encourages them to not get bogged down in the credit and course equivalencies. He is willing to do all he can to make curricular requirements benefit the

students. Interestingly, he noted that no student who has participated in an international experience has ever described it as bad. As he said,"Hard, maybe…but never bad." He spoke about the positive track record of undergraduates who have gone on to teach abroad post-graduation, noting that even lacking a formal network or formal advising, word of mouth about their experiences has been very effective.

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Challenges and Opportunities for
Implementing International Experiences into His Work

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Based on his experience in applying for the Fulbright and his conversations with colleagues, this faculty member identified multiple institutional barriers to faculty participation. Of central concern were two: faculty rank and unclear institutional pathways and support. As a tenured faculty member who applied and was granted a sabbatical, he felt strongly that he would never recommend that a junior faculty member consider applying for a Fulbright until tenured. He said that such participation would disrupt the system since they are "supposed to be the worker bees." A faculty's absence would mean fewer people participating on committees and teaching the lower division courses. He said that the devaluation might not be conscious, but they [junior faculty] would be "screwed" at the department level, even if administrators might speak positively about their grant's prestige.

As a tenured faculty member he said the process for accepting his award was ambiguous. More specifically, the institutional policy of outside compensation for a faculty on sabbatical was unclear. He was told conflicting things from administrators on what was and was not allowed. In the end it seemed like a "don't ask, don't tell" sort of

arrangement. He also noted that if a faculty member breaks even financially at the conclusion of a Fulbright grant he is lucky. Noting that even though the award itself is not insignificant, without additional financial support a person is adversely affected.

Film Maker's final observation regarding faculty participation concerned the overwhelming nature of international work. As he stated, if you have never travelled internationally, engaging professionally is difficult because you are overwhelmed with logistical demands. All the daily life tasks like foreign currency and visas can be too much. In his words, you are either "primed to do that sort of thing or not." He was surprised other faculty have not approached him to inquire about applying. He also noted the lack of opportunities for faculty to share their international experience with colleagues. In his words, "There could be more."

Case Three Concept Identification Summary

Case three responses regarding the conceptualization of his experience on his work included the following concepts: change in teaching, interesting, appreciation, difficulties. His responses regarding the influence on his work identified the following concepts: increased confidence, flexibility, learning experience, international connections, and further international travel. Analysis of responses regarding institutional barriers and opportunities produced the following concepts: frustrations, road blocks, vagueness, obliqueness, lack of support, funding, conflicting messages, lack of interest, overwhelm, departmental constraints, and lack of university recognition.

Table 3.
IES Results for Film Maker

Item by Factor	Item Ratings
Behavioral Flexibility 2.75	
I'm not always the person I appear to be when interacting with people from different cultures	3
I often act like a very different person when interacting with people from different cultures	3
I find the best way to act is to be myself when interacting with people form different cultures	2
I am afraid to express myself when interacting with people from different cultures	3
Interaction Relaxation 3.2	
I find it is easy to talk with people from different cultures	4
I always know how to initiate a conversation when interacting with people from different cultures	2
I find it is easy to identify with my culturally different counterparts during our interaction.	4
I find it is easy to get along with people from different cultures	4
I feel relaxed when interacting with people from different cultures	2
Interactant Respect 4	
I always show respect for my culturally different counterparts during our interaction.	4
I always show respect for the opinions of my culturally different counterparts during our interaction	4
I use appropriate eye contact when interacting with people form different cultures	4
Message Skills 2	
I have problems with grammar when interacting with people form different cultures	2
I often miss parts of what is going on when interacting with people from different cultures	1
I have problems distinguishing between informative and persuasive messages when interacting with people from different cultures	3
Identity Maintenance 3.66	
I find I have a lot in common with my culturally different counterparts during our interaction.	4
I find it is difficult to feel my culturally different counterparts are similar to me	4
I always feel a sense of distance with my culturally different counterparts during our interaction.	3
Interactional Management 3.5	
I am able to express my ideas clearly when interacting with people from different cultures	3
I am able to answer questions effectively when interacting with people from different cultures.	4

Table 3 above presents the item ratings and means by factor for Film Makers'

Intercultural Effectiveness Scale results. Based on the responses this faculty member

perceives himself to have the most intercultural communication skill in the "Interactant

Respect" category and the least communication skills in the "Message Skills". Based on Portalla and Chen this means he feels like he is respectful of others and their opinions during interactions. But he perceives himself to have low communication skills in his ability to 'exercise one's counterpart's verbal and nonverbal behaviors', (Chen, 2007, p. 102).

"Behavioral Flexibility, "Interaction Relaxation", " Identity Maintenance", and "Interactional Management" are all categories this faculty member has a degree of uncertainty in his response. Specifically, he is not always certain how best to act when interacting with people from other cultures. Although, he indicates in his response that he finds it easy to initiate conversations with others he may not always feel relaxed during their conversation. His response indicated that although he found like he had a lot in common with his cultural counterparts, he was not certain if there was a sense of distance between these counterparts.

Case Four Description

A tenured male faculty member in the English department with the College of Letters and Science, who applied and was awarded a teaching Fulbright in Indonesia at Sachawachana University, a private university in Java. Case Study Four will be referred to as Teacher. His award, during the 2010-2011 academic year, enabled him to teach for two semesters. His two children and wife accompanied him. While applying for the Fulbright teaching award, he also applied for but was not awarded a sabbatical from his

home institution. Subsequently, he applied and was given leave for the academic year so that he was able to accept his Fulbright award.

Conceptualizing the Influence
of His Fulbright Experience on His Work

Teacher stated very strongly that when he reflects on his experience abroad, he realizes it has greatly influenced his research and, more specifically, international connections within his research. When asked how he conceptualizes the changes in his teaching, he said, "I cannot pin it down…what the difference is, but there is." He spoke positively about the excitement and fun he had while teaching in Indonesia.

Translating the Influence
of His International Experience on His Work

To articulate the effect his teaching abroad had on his home campus teaching, he described increased levels of comfort. He feels more at ease with improvising and adjusting his courses to meet his students' needs. Although this was not a complete change in his teaching style, he noted that now he is more relaxed in his adjustments and feels more comfortable in the classroom. Again, he has not been able to "pin it down," but he thought the refinement in his teaching was a result of teaching five courses abroad. When prompted to articulate the changes in his student advising, he noted that the changes are not as prevalent, but that he has new energy for supporting students to study abroad. He did say that because he studied abroad as an undergraduate, he has always encouraged it.

In regards to scholarship, he has traveled to an international conference and given workshops for high school English teachers. Based on a conference he participated in while in Indonesia and the workshops he gave in Nepal, the U.S. State Department has named him an English Language Specialist. He is hopeful that this will lead to more opportunities to engage in international scholarship.

Teacher is still working on additional outcomes from his experience, both in his research and in connecting his work to a more international focus. He is exploring ways to connect the teachers of the Yellowstone writing project with his international workshops so that the Montana teachers can help lead workshops. One term that he mentioned multiple times, both in discussing his research interests and his courses, is "global English". He noted that he uses the term with more frequency post Fulbright. He believes in the importance for his students "to understand what it means to think of English as a global language or a bunch of global languages that sometimes have different rules and grammars…." Believing his experience has most influenced his teaching, he expressed empathy for international students studying at his home institution. He expressed concern that while the institution's goal is to increase the numbers of international students, he is unsure whether the institution also understands the "tricky spot" the students are in and provides adequate support.

He mentioned service as his final area of influence. After returning he served on the Indonesian Fulbright selection committee for three years. He said that was an "honor and pleasure", but also required a great deal of time because of the high stakes in evaluating Fulbright applications.

Challenges and Opportunities for
Implementing International Experiences into His Work

One continual challenge for this faculty member has been the lack of funding

available to expand his scholarship internationally. He has had to decline opportunities to

give workshops in other countries because of a lack of money. He notes that if the

university continues to promote internationalization, it can very easily become a "flat and

one dimensional" perspective because of the financial reality of developing countries. He

specifically talked about the difference of $2,000 to a U.S. institution of higher education

and a counterpart in a developing country. He cautioned that without more financial

support, internationalization will become increasingly more about "institutional profit and

institutional veneer" than true scholarship and engagement. He sees the potential for a far

more developed institutional role in engagement.

In addition to funding challenges, he also noted the difficulty he had in securing

adequate resources to accept his Fulbright because he was on leave, not on sabbatical. On

the advice of a colleague at another institution, he asked his dean for financial support.

No institutional system was in place for this support. Teacher expressed concern that

perhaps his home institution is not fully aware that Fulbright grants do not equal a faculty

member's salary.

Another barrier that might arise for lower ranking faculty is faculty tenure and

promotion. Although he feels that his Fulbright and resulting work have been positive

because he was considered for full professor, he was unsure that it would be positive for

someone else with an Assistant Professor rank. He believes such a faculty member would

need more tangible research outcomes from his Fulbright award.

Institutional credibility is the final barrier he identified. After reading his

institution's documents related to internationalization, he questions their credibility. He

has a strong sense that those who draft the documents are not consulting with those who

are actually engaged in international work. No administrator has ever called him to ask

about his experience abroad in order to better understand what international work might

look like. For further institutional support he states that administrators need to understand

the value and intangible benefit of emerging opportunities. He stated, "This work is

unpredictable, and opportunities pop up all the time like that trip to Nepal that I never

imagined would happen." On the departmental level he also noted internationalization is

not a priority. But as he said, he isn't sure what that would look like, as he understands

the curricular and funding constraints at the departmental level. As a whole he believes

the institution supports international scholarship that does not cost the institution money,

but that existing financial constraints are at odds with that goal.

Case Four Concept
Identification and Summary

Through the coding of data from the transcriptions the following concepts

emerged from his responses to the conceptualization of his work: connections, new skills,

flexibility, adjustments, difficulty in articulating, excitement, and fun. Coding of data for

research question two on the influence of his work produced the following concepts:

recognition, adjustments, interesting, relaxed, different, uncomfortable, global context of

discipline, informed scholarship and materials, and connections. The concepts that

resulted from the data in interview question three were institutional barriers, funding,

how the institution defines international commitment, clarity in a pathway, advising

junior colleagues, lack of connection to institutional and departmental priorities, benefits

to the institution.

Table 4.
IES Results for Teacher

Items by Factor	Items Ratings
Behavioral Flexibility 3.25	
I'm not always the person I appear to be when interacting with people from different cultures	4
I often act like a very different person when interacting with people from different cultures	4
I find the best way to act is to be myself when interacting with people form different cultures	1
I am afraid to express myself when interacting with people from different cultures	4
Interaction Relaxation 4.2	
I find it is easy to talk with people from different cultures	5
I always know how to initiate a conversation when interacting with people from different cultures	3
I find it is easy to identify with my culturally different counterparts during our interaction.	4
I find it is easy to get along with people from different cultures	5
I feel relaxed when interacting with people from different cultures	4
Interactant Respect 3.33	
I always show respect for my culturally different counterparts during our interaction.	4
I always show respect for the opinions of my culturally different counterparts during our interaction	4
I use appropriate eye contact when interacting with people form different cultures	2
Message Skills 3.33	
I have problems with grammar when interacting with people form different cultures	5
I often miss parts of what is going on when interacting with people from different cultures	2
I have problems distinguishing between informative and persuasive messages when interacting with people from different cultures	3
Identity Maintenance 5.00	
I find I have a lot in common with my culturally different counterparts during our interaction.	5
I find it is difficult to feel my culturally different counterparts are similar to me	5
I always feel a sense of distance with my culturally different counterparts during our interaction.	5
Interactional Management 3.00	
I am able to express my ideas clearly when interacting with people from different cultures	4
I am able to answer questions effectively when interacting with people from different cultures.	2

The Intercultural Effectiveness Scale results for Teacher are presented in Table 4. Based on his response he perceives himself to have strong intercultural communication in "Identity Maintenance", and "Interaction Relaxation". According to Portalla and Chen this means he feels relaxed in intercultural communication, and can maintain both his identity and the cultural identity of the person he is interacting with.

Based on his responses this faculty member is less confident in his "Behavioral Flexibility", "Interactant Respect", "Message Skills", and "Interaction Management". Based on his responses he is not always certain on how to adapt to the specific context of the interaction (Portalla, Chen, 2010). Although, he feels like he respects others opinions he is not certain he uses appropriate eye contact during interactions. When interacting with people from different cultures he is not sure if he misses part of the interaction. He feels like he is able to express his ideas clearly but not certain if he is able to answer questions effectively when interacting with people from different cultures.

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Identification of Common
Themes through Concept Analysis
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Each interview transcription was read two times. On the first reading no concepts were identified. With the second review, recurring concepts were identified. The next step was to create a concept map from the four interviews to categorize the data and identify the common themes. Based on this coding and data analysis, the following common themes emerged in relation to conceptualization and influence on faculty's work lives: "growth and intentionality". The common themes regarding challenges and

opportunities for implementing international experience into their work lives were the "lack of institutional funding" and the "lack of institutional support".

<u>Professional Growth</u>

Faculty conceptualization of the influence of their international experience on their work lives was difficult. My sense was that it required a thought process outside of the norm. This research question essentially asked for a rich reflection of their experience and of themselves as they view their work. They had a challenging time articulating changing concepts or perspectives outside of operational descriptions. The major theme that was true in each of the four cases was growth. They had a surge of energy for their work when they returned to their home campus. They increased their international conference attendance, their international publishing, and their encouragement to students to consider international opportunities. Their area of greatest growth conceptually was how they perceived and altered their teaching and instruction.

Statistician said, "I have done a lot more collaborating with my colleagues in Thailand. But I think what really changed is the mentoring aspect of it. I really am the co-advisor for many committees, especially PhD committees." At another point when discussing alterations in his professional work as a result of his experience, he said, "I have quite a few publications with students, and it has led to students coming here. They have gotten funding, and they come here for six months to work with me."

Both Film Maker and Teacher discussed their growth in instructional skills in classrooms at their home institution. They specifically mentioned the different demands students abroad placed on their teaching, and how, upon returning to their home campus,

they have noticed a positive change in their teaching. Film Maker said, "Not that I lacked confidence before, but I feel more confident about my teaching." "I just know that I can try different things… and adjust on the fly." Teacher said, "My comfort level in the classroom, which I've never been uncomfortable in the classroom, is different." "I'm much more at ease with improvising." He went on to say, "I think I'm flexible; I listen well; I adjust pretty easily on the fly."

Although the three cases above spoke about their growth in relation to teaching, Literacy Professor spoke extensively about the growth of her research and scholarship to include more global concepts. She has changed the scope of multiple publications, including a book and journal article not yet published, and she has attended an international conference, which she affirmed as the direct result of her Fulbright. All these changes she articulated as "unexpected". When talking about her scholarship she describes the changes positively, using phrases like "a pleasant surprise" and "that was really good."

Intentionality and Purpose

The theme that emerged from faculty's translation of their international experience on their work was the recognition of a new intentionality and purpose. They are more intentional about their teaching, about working with international students, about supporting peers who are applying for Fulbright, about participating in international conferences, and about recognizing the complexities of international engagement.

Examples of their new intentionality included shifting concepts and the context of their scholarship to incorporate international or global dialogue. Teacher now frequently uses the term "global English" and is intentionally seeking to understand what it means for teachers both here and abroad. Literacy Professor has intentionally changed curriculum in two of her courses. As she said, "What is great about this is I realized--wow--environmental issues aren't local only. Acid rain transpires across national boundaries."

Statistician is intentional about how he spends his professional time. As he stated he now intentionally recruits international students into the graduate program at his home institution. He also serves as chair or co-chair on a number of graduate students' committees from Thailand. Finally, he has intentionally returned to Thailand every summer to teach a course at the same institution.

Film Maker is very intentional about working with and supporting students who want to engage in international scholarship or study abroad. He spoke about time he has spent outside of his office reviewing and editing a student's Fulbright application. He also spoke about how he encourages students to study abroad and not get bogged down in the academic logistics of course credits. Results from the Intercultural Effectiveness Scale (IES) seem to support the theme of faculty intentionality and purpose. The four faculty studied for this research effort were found to be most similar on the Behavioral Flexibility IES factor. They all agreed that based on their international experiences and interacting with other cultures that it was best for them to be express themselves and behave in genuine ways. In addition, they felt that it was easy to talk and get along with

people from different cultures and that they had much in common with their culturally

different counterparts. In essence, the Fulbright Scholars' self-perceptions of their

comfort in interacting with individuals from different cultures supports their

intentionality and purpose for integrating global perspectives in their teaching and

encouraging students to participate in learning opportunities in other countries.

Lack of Institutional Funding

All participants discussed the difficulty they encountered when attempting to

procure funding to support their Fulbright experiences. Funding challenges for faculty to

accept Fulbright awards are real and often discouraging. Faculty also noted that the

funding challenge is present for students and particularly graduate students. Two of the

cases, Statistician and Literacy Professor currently serve as Director of their Graduate

Programs and noted that with Graduate Teaching Assistantships and Graduate Research

Assistantships funding presents a barrier for students to participate.

On the faculty level, Film Maker said, if you come out financially even, it is a

"slam dunk." Teacher said, "We wouldn't have been able to go if it was just the

Fulbright stipend. That wasn't enough. I don't think the institution gets that on some

level." In reflection, Statistician expressed dismay at how different his life would be now

had he had received the extra institutional support and funding to accept his Fulbright.

Given that his award amount was significantly lower than his salary.

Institutional funding extended beyond each of their individual cases as they

described the barriers graduate students face and limitations to their outreach activities

due to lack of financial support from the university. Teacher said that at the institutional

level it would be helpful for the institution to "be more concrete about what they think matters about internationalization." He continued, "If I had a little bit more support from the institution to do this work, I could do more." Overall he felt that his home institution "supports international scholarship that does not cost them money."

Lack of Institutional Support

Another common theme across cases was the lack of institutional support for faculty engagement in international collaborations. The oblique nature of institutional support for international engagement has frustrated Film Maker as he has served on campus-wide committees. He spoke specifically about his work on a faculty teaching awards committee. Prior to his own Fulbright award he was making the case for one nominee, who happened to be a past Fulbright recipient, to receive a teaching award. He spoke about her scholarship and international teaching. To his dismay, "My passionate plea for international education was negative. I lost the vote for her. It was unbelievably frustrating." This faculty member also felt the institution lacked "coherence and transparency." He mentioned the lack of a "clearly articulated statement for both students and faculty that this is a positive thing. That even if it causes some short term difficulties for those you leave behind, you should still do it."

Opportunity

Each participant spoke positively about their desire to advise other colleagues through the process. As a result of their own experience they enjoy serving as a mentor for others applying for Fulbright and going through the process at their institution. Some

mentioned assisting other faculty outside their department, and others that they wished

junior faculty within their own department were more inquisitive. Generally, speaking

they felt like it was a missed opportunity not to utilize them more in this regard. Film

maker said he wished he would be approached to give a presentation to his colleagues.

Literacy Professor asked what else the institution does to create platforms for them to

share.

<u>Chapter Summary</u>

In summary each of the four cases identified changes in their professional lives at

their home institution as a result of their international experience. More specifically

faculty changed their teaching style, student advising, research themes, and professional

activities once they returned to their home institution. As such the following themes

were identified, professional growth, intentionality and purpose. Each case also

identified what they perceived as barriers and challenges to further engage in

international activities themselves and also for their students to have international

opportunities. The themes identified in this area were lack of institutional funding, and

lack of institutional support. Results from each case's IES survey were used to describe

one aspect of intercultural competence, their intercultural communication skills.

CHAPTER FIVE

CONCLUSION

Significance of Research

Given the globally connected world which institutions of higher education serve, campuses desire to model that reality. Yet campus-wide internationalization can be cumbersome and daunting, especially as many institutions face fiscal constraints. One facet of campus internationalization is its faculty. This embedded case study considered four tenured faculty who received a Fulbright grant to see how their international experience influenced their work.

Implications from the Results

The results of this study illuminate the spectrum of influence Fulbright awards have on faculty's professional lives. Changes resulting from their international experience have wide reaching influence. These faculty changed conceptually how they approach their teaching and research. Impacts of these changes reach beyond their courses, affecting their student interactions, their lenses for viewing international work, their desire to continue international collaboration, their research, and also their willingness to serve as an on-campus resource for other faculty. As one faculty member articulated, "It is difficult to list out tangible benefits for an institution when faculty engage in this type of work. However, the return on investment is there, especially over

time as the outcomes become more tangible." Thus, faculty who experienced a Fulbright

award have a sense of the institutional reward over time.

Professional Growth

All four cases in this study had significant professional growth as an over arching

outcome of their Fulbright award. Thus, it was identified as a central theme. This out

pouring of professional growth is similar to Hamza's description in her research of the

abundance of transformation and growth that resulted from faculty's international

experience (Hamza, 2009). The growth that resulted can also be linked to the research on

Transformative Learning Theory. These faculty's frame of reference was transformed

through their experience. The outcomes of this transformation were across the board in

their professional life. It included, their research, teaching, and scholarship. Back on

their home campus these changes are apparent. As Literacy Professor, Teacher, and Film

Maker all note the change in their teaching. Two faculty noted the difficulty in

explaining the change in how they approach their classes but noted they are more

flexible, appreciate, and adaptive as a result of their experience abroad. Another example

is the change in course content for example; Teacher now uses the term 'Global English'

as he now identifies English to his classes. Poutiatine and Conners refer to this

transformation process of identity formation and reformation (2012).

All four cases had a similar experience to O'Dell (2008) in the professional growth

that resulted from their international experience. As O'Dell described her own outputs

resulting from international experience to include, added global course content, creation

on a faculty-led study abroad program, encouraging students to study abroad, and presentations on her experience (2008). Each of the four cases could write the above outputs from their Fulbright award and more to include international conferences, serving on international PhD committees, and serving the State Department.

Intentionality and Purpose

The other theme that emerged was the new intentionality and purpose the faculty felt for their professional work as a result of their Fulbright. As Hamza suggests the global world has created more opportunities for academics to engage internationally and acquire new knowledge and skill (2009). This intentionality began when the four faculty decided to apply for a Fulbright and was more apparent when they returned to their home campuses. It also carried over into their work as they site a new energy around encouraging both students and colleagues to engage in international activities. As Teacher said, "I've always encouraged students to study abroad as I did it. But now I'm more encouraging of them." Statistian said, "I encourage both faculty and students to apply for Fulbright." Film Maker stated, " I encourage students not to get bogged down in the paperwork and course equivalencies. But to just go- go anywhere, and we'll figure out the courses later." There is intentionality in pursuing these Fulbright experiences as they area choice for faculty to participate. The intentionality and purpose influence how their professional lives change as a result of their experience.

The results from faculty's international experience was conceptualized differently in the literature review. One study did site that faculty were drivers for internationalizing

campuses (Dewey, Duff, 2009). Through the results of this study that driving can be described as purposeful engagement. As Literacy Professor said, "I wish I could tell people the whole picture'. In describing the need for colleagues to understand how your entire professional life is influenced through a Fulbright. The faculty in this study have purposely sought avenues to be cheerleaders for international initiatives. As the research did indicate faculty are key constituents in the internationalization of campuses (Bottery, 2006). This study supports this notation as all four faculty are both intentional and purposeful in engaging in international topics, advising, conferences, and collaborations.

Lack of Institutional Funding

As the literature and research indicated central to faculty engagement in international opportunities is institutional funding. To overcome this barrier the President of Rollins College made a pledge that every faculty would have to opportunity to travel abroad once every three years (Fisher, 2008). The faculty in this study indicated a real institutional challenge in the uncertainty of faculty resources to engage in work internationally, the lack of a consistently supported and articulated value of their global work from their home institution, and finally, the funding to continue their international work. All four faculty interviewed have traveled internationally to continue their work and would expand their work if there were more institutional resources.

Lack of Institutional Support

The key barrier addressed in the research was institutional support. This barrier appears to have multiple levels and facets. Institutional hurdles were identified as a barrier by Viers on when, how, and why faculty engage in international scholarship (Viers, 2003). These include institutions, departments, department chairs, colleagues, and peer culture among faculty at a given institution. More specifically, faculty in this study spoke about the multiple constraints at an institutional level preventing engagement. One critical aspect was faculty ranking, tenure and promotion. All four faculty were already tenured at their home institution. They were quick to say their participation would strain their home department's resources. Each articulated clearly their department chair's support and how this enabled them to be able to accept their Fulbright award. Film Maker noted that he would never recommend junior faculty to participate. In his words, "They would get screwed." He articulated, maybe not consciously but definitely subconsciously, that their participation would mean a disruption in the natural pecking order. This disruption by choosing to take a less traveled path was the most pronounced challenge.

Teacher summarized his thoughts on the institutional support by providing the example that no one from administration had called him on the phone to ask 'how was it'? The research conducted at Seton Hall University supports the feelings of these four faculty. It indicated that faculty who feel they play an important role in campus internationalization are more likely to engage than those who feel like the international work is done by administrators (Fisher, 2009). This institutional barriers identified by

Teacher are very similar to those institutional hurdles identified in Viers' (2003)

research.

Recommendations for Further Research

To better understand what motivates faculty participation in international

experience, more research is needed on the influence of their prior experiences. For

example, does the faculty member have dual citizenship, or a spouse from another

country, or did she study or live abroad at the undergraduate level. Understanding these

prior experiences might help institutions answer the question about what motivates

faculty to participate in international experiences.

This study could also be enhanced by looking at Fulbright Scholars from different

institutions and doing a longitudinal study to understand concrete outcomes. Through this

embedded case study at one institution, faculty's work lives changed quickly and

continued to change and influence their work. This study did not ask any questions about

influence over time. But if institutions would like to understand the sustained outcomes

of investment in faculty's international work through programs like Fulbright, a

longitudinal study would be beneficial.

Another area within the Fulbright Scholars program to explore is how the type of

Fulbright award influences their teaching, research and service activities. For this study,

all four of the cases included in this study's primary area of responsibility was teaching.

Perhaps the results would vary if their primary area of responsibility abroad was research.

These results could also be sorted by discipline to see if faculty feel a different level of support at the institutional level based on their field.

Current research related to higher education faculty international engagement identifies challenges faculty face when engaging in international work. However, these general descriptions are lacking in detail and not specific enough to guide other faculty and institutions with guidance relative to supporting global faculty collaborations. Future research should provide richer descriptions of faculty international experiences to guide other faculty who desire to participate in international experiences as well as inform higher education administrators who need guidance on how best to utilize faculty with international experience to internationalize their campus. One particular area that might be beneficial to research is how participating in international experience or Fulbright with family effects barriers of participants.

Another recommendation for further research to benefit institutions wanting to internationalize their campuses would be a focused study of one institution. This study would include interviews with the university's deans and top administrators about their goals and vision surrounding international education. This, compared with the actual institutional dollars spent, might help inform both the institution's commitment to internationalizing its campus and also how to increase and support the efforts of faculty.

Limitations of the Study

This study lacked the broader lens by focusing only on Fulbright faculty and not other faculty who have engaged in international experiences outside of the Fulbright

Scholars program. Another limitation was the narrow interview pool, looking

specifically at Fulbright awardees and their international experience's influence. It did

not explore other faculty international experiences, nor did it explore prior international

experiences of the Fulbright faculty. Thus, the conclusions and themes from faculty who

might conduct research abroad for a semester or participate in a faculty exchange at an

overseas institution could vary. This study also only worked with the faculty post-

experience, and the influence of this particular time abroad could be impacted by

faculty's prior international work.

<u>Chapter Summary</u>

The results of this embedded case study suggest that faculty do have a

transformative experience when they participate in a Fulbright award. This

transformation influences how they approach their work on their home campuses,

specifically their teaching, research, and outreach. As they alter their courses to include

more international content or change their teaching style, these alterations affect

numerous students on their home campuses. Although, this study was limited to

considering one international experience of faculty, the results suggest great benefits for

their home institutions.

This study also highlights the need for further research to understand how other

international experiences of faculty influence their work. Without a more comprehensive

study of faculty's international experiences, understanding the scope of the impact is

limited. Faculty development through international experience is a far-reaching topic, and

this study shows clearly that institutions reap multiple benefits. These include a more

empathetic faculty to international students, increased international publications from faculty, more motivated faculty to continue international work, and faculty who better understand the international dimensions of their discipline.

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APPENDICES

APPENDIX A

INTERCULTURAL EFFECTIVENESS MEASURE QUESTIONNAIRE

Directions: Below are a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Thank you for your cooperation.

Please put the number corresponding to your answer in the blank before the statement.

5= strongly agree

4= agree

3=uncertain

2= disagree

 1=strong disagree

1. I find it is easy to talk with people from different cultures.
2. I always feel constrained when interacting with people from different cultures.
3. I find it is easy to get along with people from different cultures.
4. I always feel nervous when interacting with people from different cultures.
5. I am able to express my ideas clearly when interacting with people from different cultures.
6. I feel bored when interacting with people from different cultures.
7. I use appropriate tone of voice when interacting with people from different cultures.
8. I find my mind often wanders when interacting with people from different cultures.
9. I am able to answer questions effectively when interacting with people from different cultures.
10. I have problems expressing my opinions concisely when interacting with people from different cultures.
11. I use appropriate eye contact when interacting with people from different cultures.
12. I have problems distinguishing between informative and persuasive messages when interacting with people from different cultures.
13. I am a good listener when interacting with people from different cultures.
14. I find it is difficult to respond appropriately to the needs of my culturally different counterparts during our interaction.
15. I always know how to initiate a conversation when interacting with people from different cultures.
16. I often miss parts of what is going on when interacting with people from different cultures.
17. I always pretend to be having a good time, even if I am not, when interacting with people from different cultures.
18. I often get confused when it is my turn to speak when interacting with people from different cultures.
19. I feel relaxed when interacting with people from different cultures.

20. I am afraid to express myself when interacting with people from different cultures.

21. I use appropriate facial expressions when interacting with people from different cultures.

22. I find it is difficult to concentrate on what my culturally different counterparts are saying during our interaction.

23. I always show respect for my culturally different counterparts during our interaction.

24. I often feel disappointed in myself after interacting with people from different cultures.

25. I often express empathy to my culturally different counterparts to let them feel that I care about them.

26. I have problems with grammar when interacting with people from different cultures.

27. I have no problem changing my opinions in order to please my culturally different counterparts during our interaction.

28. I often act like a very different person when interacting with people from different cultures.

29. I always adjust my behavior to make my culturally different counterparts feel comfortable during our interaction.

30. I often have problems changing my behaviors to suit the situation when interacting with people from different cultures.

31. I always show respect for the opinions of my culturally different counterparts during our interaction.

32. I often try to control the conversation when interacting with people from different cultures.

33. I change my approach when I find the look of disapproval in the eyes of my culturally different counterparts during our interaction.

34. I am often uncertain of my role in conversations with people from different cultures.

35. I find it is difficult to maintain satisfying relationships with my culturally different counterparts during our interaction.

36. I find I have a lot in common with my culturally different counterparts during our interaction.

37. I find it is difficult to enter into meaningful conversation when interacting with people from different cultures.

38. I find the best way to act is to be myself when interacting with people from different cultures.

39. I am not always the person I appear to be when interacting with people from different cultures.

40. I find it is easy to identify with my culturally different counterparts during our interaction.

41. I find it is difficult to feel my culturally different counterparts are similar to me.

42. I always feel a sense of distance with my culturally different counterparts during our interaction.

APPENDIX B

QUALITATIVE INTERVIEW QUESTIONS

Category One: Motivation/ resources for engagement

1. How did you select the country where you completed your Fulbright?
2. What were you working on during your Fulbright?
3. Do you remember why you chose to apply for a Fulbright? What motivated you to apply?
4. Did you feel like your decision to apply for a Fulbright was supported by your department chair and colleagues?
5. Did you utilize any campus resources during the application process?
6. Were any institutional obstacles prevalent during the application process?

Category Two: Outcomes to teaching, research, and service

1. When you returned to campus were you involved in any service at the institutional level? If yes, what?
2. Where there opportunities to share your work from your Fulbright year?
3. Did you adjust your teaching style as a result of what you learned through your year abroad?
4. Has your course content changed to incorporate international perspectives?
5. Have your developed any new courses as a result of your Fulbright?
6. Are you engaged in research with any international colleagues as a result of Fulbright?
7. Has MSU developed new international partnerships based on connections from your Fulbright?
8. Have you published research internationally since completing your Fulbright? If yes, had you done so prior to participating?
9. How would you articulate how living and working abroad has transformed your work?
10. Do you feel there is more that can be done at the institutional level to support international engagement among faculty?
11. Would you say that you are more encouraging of students' participation in international experience as a result of your year abroad? If so, how?
12. Are there initiatives that you have wanted to pursue as a result of your Fulbright? If so, what are they?