Spring 5-2023

Exploring Learning Experiences of Community College Faculty Short-Term Study Abroad Leaders Using IPA and Visual Research

Rachel Ann Simpson
Old Dominion University, annrobsimpson@snphotos.com

EXPLORING LEARNING EXPERIENCES OF COMMUNITY COLLEGE FACULTY SHORT-TERM STUDY ABROAD LEADERS USING IPA AND VISUAL RESEARCH

by

Rachel Ann Simpson
B.S. May 1992, Shenandoah University
M.S. August 2004, James Madison University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

COMMUNITY COLLEGE LEADERSHIP

OLD DOMINION UNIVERSITY
May 2023

Approved by:

Dennis E. Gregory (Director)

Christopher R. Glass (Member)

Lindsay E. Usher (Member)

ABSTRACT

EXPLORING LEARNING EXPERIENCES OF COMMUNITY COLLEGE FACULTY SHORT-TERM STUDY ABROAD LEADERS USING IPA AND VISUAL RESEARCH

Rachel Ann Simpson
Old Dominion University, 2023
Director: Dr. Dennis E. Gregory

As short-term study abroad programs increase in popularity and number at community colleges, it is vital to examine the effect on the faculty who lead these programs. The purpose of this research study was to explore how community college faculty who lead short-term study abroad programs perceive personal learning including social and cultural factors and how they apply any change in perspectives to their non-study abroad courses. At the community college level, faculty-led short-term study abroad courses play a key role in addressing the growing importance of intercultural competence within undergraduate education. Despite the critical role that faculty play in higher education internationalization processes, there exists a vast gap in the literature on the impact of leading study abroad programs (Bista, 2016). In this interpretative phenomenological analysis (IPA) study, 10 community college faculty who have led short-term study abroad programs were interviewed using semi-structured open-ended questions via Zoom or telephone to explore their experiences and perceived development of social and cultural learning. The research focused on the impacts of meaningful social and cultural experiential learning for community college study abroad leaders and any subsequent contributions to instructional internationalization efforts in the classroom. When the identified problem is complex or under-researched, IPA is a particularly useful method to investigate how participants make sense of their experiences. As a dual form of analysis, visual methodology was employed to analyze artifacts and photographs supplied by the participants.

This study offers valuable contributions to the limited literature that exists for the community college faculty experience during and after leading these programs. The analysis revealed leading a study abroad program to be a complex undertaking employing a wide range of interpersonal skills, teaching tactics, and flexibility. The participants indicated their experiences enriched their personal and professional identities and development and enriched their efforts to internationalize their non-study abroad classes. Three main personal experiential themes (superordinate themes) emerged describing the lived experiences of the faculty leaders. These were, “professional identity: what I do / leadership role,” “personal identity: who I am,” and “bringing it home: faculty as change agents / connecting who I am with what I do.”

Keywords: study abroad, community college, faculty-led, internationalization, intercultural competence, short-term, experiential learning, adult learning, identity development, interpretative phenomenological analysis (IPA), visual methodology.

This dissertation is dedicated to my family. It is the fulfillment of a lifelong dream and culmination of over 25 years in the field of higher education. I especially thank my dear husband, Rob, for his gracious support and unfailing encouragement.

To my children Jeremiah, Jessie, Jamie, Aaron, and my daughter-in-law, Mitzi, I thank you for your love and patience with me through this season of my adventure in graduate work. You have supported me with encouragement and understanding of your mom's journey through graduate school.

To my grandchildren: Georgia, Gracie, Natalie, and Jacob – I hope this dissertation will encourage you to reach for your highest dreams and never give up no matter how long it takes or whatever hurdles you will face in your lives.

ACKNOWLEDGMENTS

There are many people who have contributed to the successful completion of this dissertation. Thank you to my committee members including Dr. Lyndsey Usher, whose expertise in study abroad and international higher education, helped add important details to my dissertation. I am grateful to Dr. Christopher Glass for his immeasurable support, constant encouragement, and above all his gentle patience. I especially thank Dr. Dennis Gregory for his wisdom, endless support, and calm patience. Dr. Gregory kept me true to my research, challenged me to maintain high standards, and offered valuable insights from his expertise with international experiences. I also thank Dawn Hall for her kind support and cheerful willingness to help all students who end up in her office. It is the individual attention and helpfulness of these and others that ensure the superb quality of the Community College Leadership Program at Old Dominion University. I extend a multitude of thanks to the participants in this study and the moments in your life that you so willingly shared with me. With extreme gratitude I thank my research team who so willingly gave of your time to review the interviews and themes. Thank you to my 2015 cohort colleagues for your camaraderie and endless positivity on our shared journey. You are not only classmates but also true friends.

TABLE OF CONTENTS

Page

Page

LIST OF TABLES

LIST OF FIGURES

Figure Page

CHAPTER I

INTRODUCTION

"Educators are learners." (Cranton, 1996, p.1).

Community colleges play a vital role in the education of students to become more internationally aware and globally competent (American Association of Community Colleges [AACC], 2012). Efforts to include international and intercultural education and globalization efforts have become essential as our communities and the workplaces have become more diverse and globalized. The need for community college graduates to exhibit intercultural and global competencies has rapidly become a significant focus for administrators and leaders. Responding to the critical need for improved intercultural understanding and competency on campuses, two-year college administrators have begun to realize the importance of a more globalized view and mission.

Study abroad is widely recognized as a high impact, experiential learning method that benefits students in many ways. The experience has been shown to provide positive outcomes in personal and social development, enhanced global perspective, intercultural competence, and often results in higher levels of academic achievement including increased persistence and completion (Deardorff, 2009; Kuh, 2008; Raby et al., 2014; U.S. Department of Education International Strategy, 2022). At the community college level, the recent increase in demand for faculty-led study abroad programs has placed faculty at the forefront of this valuable learning experience. However, research is lacking on the effect of these experiences on community college faculty as key players in this process and how these experiences modify any classroom teaching strategies (Bista, 2016).

An exploration of how community college faculty who lead study abroad programs place meaning on these experiences and how they reshape their perspectives could play an impactful role in student engagement in the classroom. Insight into their personal perspectives and learning experiences will provide insightful background knowledge for future study abroad programs. This information is also useful to provide insight into a potential increase in intercultural awareness and broadened global perspectives for faculty leaders. Such perspectives are crucial to help support community college faculty efforts to provide an inclusive and equitable classroom in multicultural educational settings. My goal for this research was to provide a foundation of faculty perspectives for a better understanding of the personal learning, if any, that study abroad leaders gain. It also provides insight into how these prospective changes are practically applied to meet the growing need for community college faculty to be skilled in intercultural competencies and acquire a global perspective to better serve students.

The purpose of this research was to develop a deeper understanding of the perspectives of community college faculty who lead short term study abroad programs. In this study, I examined the experiences of 10 faculty study abroad leaders at eight community colleges. I focused on their personal learning experiences as adult learners and any subsequent changes to their pedagogical perspectives in their non-study abroad courses. Through analysis of semi-structured interviews and participant provided artifacts, I provided a deep look into their lived experiences and how they made sense and meaning of those experiences (Smith, 2011; Smith et al., 2022). The use of IPA added an experiential aspect to this qualitative research as it has roots in phenomenology, hermeneutics, and idiography (Alase, 2017; Smith, 2011; Smith et al., 2022).

With a focus on adult learning including cultural and social perspectives, this study provided insight to those involved with professional development and internationalization

efforts. This study has provided background knowledge and will act as a foundation for community college leaders planning future study abroad programs as well as professional development plans to enrich the internationalization efforts of faculty. This study explored the deep, personal meaning that faculty leaders placed on their experiences after leading study abroad programs. Future researchers have been provided with a better understanding of the incentives, motivations, and challenges facing community college faculty study abroad leaders.

Background of the Study

Internationalization Efforts

According to the Center for Internationalization and Global Engagement (CIGE) of the American Council on Education (ACE) (2017), internationalization efforts have accelerated in recent years as colleges and universities recognize the importance of global learning for faculty and students (Helms, 2017). The survey uncovered deficits in the recognition of faculty as key drivers in internationalization efforts with only 10% (p. 6) of higher education institutions surveyed recognizing international engagement as important criteria for faculty promotion or tenure. Furthermore, although most institutions favor internationalization efforts to, “improve student preparedness for a global era” (p. 5), only about one-fifth of the 1,164 higher education institutions in the survey responded that faculty development was a priority (p. 22). This low priority for institutions to provide adequate faculty support indicates a gap between institutional efforts to increase campus internationalization and essential training for faculty to sustain these efforts.

The success of an institution’s internationalization efforts relies heavily on faculty involvement and engagement. However, Raby and Valeau (2016) contend for many community colleges, “there remains a belief that serving the local community is the opposite of a global

connection" (p. 10). In addition, only about one percent of associate-level institutions specify international experience as a consideration for faculty promotion and tenure decisions (Helms, 2015).

> As the primary drivers of teaching and research, faculty are the lynchpins of student learning; in order for students to achieve global learning goals, faculty must be globally competent themselves, able to convey their international experience and expertise in the classroom, well prepared to engage effectively with international students, and actively committed to the internationalization endeavor. (Helms, 2017, p. 38)

Role of Study Abroad

Kuh (2008) identified study abroad as a high impact educational activity with the experience often described as transformative and life changing (Bell et al., 2016; Ferrari & Fine, 2016; Patterson, 2015). When students are asked about their study abroad experience, the reply is often how they were transformed or how it changed their lives which optimistically suggests a significant development of intercultural competencies including abilities to effectively communicate and act appropriately in cross-cultural situations (Deardorff, 2006; Vande Berg et al., 2012). The benefits of study abroad experiences for students are well known (Bell et al., 2016; Drexler & Campbell, 2011; Ferrari & Fine, 2016; Raby et al., 2014), but very little is known about the effect of leading study abroad programs for faculty (Bedenlier & Zawacki-Richter, 2015).

According to Cushner (2007), experience plays a critical role in improving cognitive learning and intercultural development on a personal level. For adult learners, including faculty, experiences are key to changes in the brain that can be recognized as adaptations and reorganizations of previous interpretations of experiences (Taylor & Marienau, 2016). High

impact practices and experiential learning processes are foundational to study abroad experiences (Kolb & Kolb, 2005; Kuh, 2008). Cushner (2018) contended, “the lived experience is thus the critical element in gaining a meaningful understanding of other cultures as well as one’s own place in an interconnected world” (p. 169). For adult learners, experiential learning processes are dependent on previous experiences and willingness to learn (Kolb & Kolb, 2005). Jarvis (2006) suggested for learning to occur it must be through individual experience and Kolb (2015) offered advice by which experiences need to be transformed into the learning process by questioning preconceptions with critical reflection.

Studies with preservice teachers have suggested profound personal and professional impacts from the experience of study abroad (Bista, 2016; Shiveley & Misco, 2015; Stone & Duffy, 2015; Trilokekar & Kukar, 2011; Willard-Holt, 2001). Personal transformation is not an automatic result of study abroad as many factors are involved including self-concept, motivation, prior experiences, and the readiness of the learner to understand and accept change (Knowles et al., 2015). As an inherent part of our social world, culture becomes an established process that helps people make sense of their place in society. These ingrained cultural concepts can act as a constraint on adaption of new thoughts and changing behaviors (Maddux et al., 2010).

According to Taylor and Marienau (2016), the hesitancy of the brain to change is ingrained in deeply rooted neural patterns that are reinforced by the fundamental human nature to choose the simplest and safest fallback situation learned through social and cultural norms and personal experiences. This embedded safety net of neural networks may hinder the likelihood of change and adaptation in learning patterns for adults and greatly depends on the individual’s willingness and openness to change. Even if an adult seems to understand and accept a new idea, the tendency may be to revert to their familiar and safe deep-rooted patterns (Taylor & Marienau,

2016). Mezirow (1991) recognized this fallback pattern and identified a “disorienting dilemma” (p. 168) that can encourage changes in perspective which leads to transformative learning in adults. If the adult brain is to reconfigure existing neural networks, a relinquishment of a former perspective and subsequent adaptation of a new one must take place. Since the 1990s, this neuroplasticity of the adult brain’s ability to learn new patterns was developed as a transformative learning theory and researchers have linked the mechanism of experience-dependent plasticity and adult learning (Lövdén et al., 2013). Various cultural and societal parameters dictate the readiness for changes in the adult brain (Ansari, 2012).

According to Mezirow (2012), “learning occurs in one of four ways: by elaborating existing frames of reference, by learning new frames of reference, by transforming points of view, or by transforming habits of mind” (p. 84). Assumptions that accompany habits of mind and points of view are based on many factors including social, cultural, political, psychological, and emotional means (Brookfield, 2013; Jarvis, 2006; Mezirow, 2012). Brookfield (2017) emphasized assumptions are beliefs about the world and are important for giving meaning and purpose to an individual. Brookfield also suggested that to become aware of our assumptions “is something we instinctively resist for fear of what we might discover” (p. 5). Individual differences naturally affect the learning process and are influenced often unconsciously by cultural norms and dimensions of society as well as emotions (Dirkx, 2008).

Faculty as Learners

Studies involving preservice teachers have suggested that international experiences including study abroad, made lasting effects on their teaching as well as their personal lives by altering their perspectives and assumptions (Addleman et al., 2014; Freed et al., 2019; Willard-Holt, 2001). Sandgren et al. (1999) suggested university faculty study abroad participants had

transforming experiences in their own personal lives and consequently saw the world differently after the program. The participants experienced transformation in self-awareness and social awareness which resulted in a change in their teaching methods and philosophies. As a result of their learning experience, the faculty reformed their classroom approaches by displaying a greater sensitivity to the diversity of students with less authoritarian teaching methods including more use of group work and incorporation of their various international experiences into their courses.

As new information is built on past connections, the learning process for adults is defined by their life experiences (Knowles, 1972; Knowles et al., 2015; Merriam & Bierema, 2014). According to Taylor and Marienau (2016), this plasticity of the adult brain indicates that, "connections are adapted, elaborated, and reorganized as new experiences strengthen or weaken existing synapses" and "experience consistently and continuously changes the brain" (p. 28). This capacity of the brain to change is not automatic as the will to change is required for any major shift in paradigm. Even faced with overwhelming evidence, perceptions are deeply rooted in values and beliefs and an acceptance and willingness of the individual is required before any changes in principles or behaviors can take place (Taylor & Marienau, 2016).

Problem Statement

Community college faculty play a pivotal role in the goal to internationalize the curriculum at community colleges (Cushner, 2009). The paucity of literature concerning the personal learning experience of faculty who lead study abroad courses illustrates a major gap in this research area (Bista, 2016; Ferrari & Fine, 2016; Sandgren et al., 1999). Without relevant research studies involving the lived experiences of faculty, any potential expansion of policy or

professional development to foster such improvements are based on conjecture (Neumann, 2009).

Purpose Statement

The purpose of this IPA study was to explore the perceived learning experiences of community college faculty who lead short-term study abroad programs. The exploration of faculty perceptions on the impact of leading study abroad programs has provided insight into how the experience fosters personal growth and development in relation to cultural and social learning which in turn potentially leads to an enriched classroom experience for students. This study addresses a gap in the literature by adding to the body of knowledge of experiential learning for community college faculty who lead short-term study abroad programs.

Research Questions

The purpose of this study was to investigate the impact of leading study abroad programs for the community college faculty who lead them. To guide this study, I focused on the following research questions:

1. How do community college faculty describe personally meaningful forms of learning including social and cultural learning, if any, from leading a study abroad program?
2. How do community college faculty describe how they apply what they have learned in their non-study abroad courses?

Professional Significance

This study is significant for a variety of reasons. The rapid increase in internationalization efforts and escalation in short-term faculty-led study abroad programs, has created a major gap in the literature regarding faculty at the community college level who lead these programs. Research is lacking to provide insight into the experiences of faculty leaders and whether the

experience has a meaningful effect on their personal lives and subsequent pedagogical changes. This study sheds light on an under explored area of study abroad, including faculty perspectives on personal development in terms of intercultural competency research as well as insight into the decisions that they make concerning social and cultural awareness in the classroom. In addition, the study offers potentially useful information for higher education faculty and administrators involved with internationalization practices in the classroom and to guide associated professional development opportunities and learning experiences.

Findings from educational studies suggest that faculty play a major role in student engagement and learning. Umbach & Wawrzynski (2005) determined the impact of faculty behaviors, attitudes, and interactions with undergraduate students created a cultural context which played a major role in student learning. According to Feiman-Nemser (2001), unsuccessful policy reforms and efforts to increase learning for students has led to a focus on teacher development and meaningful learning opportunities for teachers.

> Policy makers and educators are coming to see that what students learn is directly related to what and how teachers teach; and what and how teachers teach depends on the knowledge, skills, and commitments they bring to their teaching and the opportunities they have to continue learning in and from their practice. (Feiman-Nemser, 2001, p. 1013)

Faculty find themselves challenged to meet the needs of an increasing internationally and ethnically diverse student body and are often charged with the task of developing intercultural awareness for all students. This is especially important at the community college level where over 35% of students identify as Hispanic, Asian/Pacific Islander, or nonresident alien (AACC, 2022). Faculty often lack insight of how best to serve this growing population and appropriate

faculty development options that recognize and revise individual intercultural perspectives are vital to the successful integration of internationalization efforts (McNair & Albertine, 2012). According to Bista (2016), enriching the awareness of diversity and inclusion of intercultural mindedness, faculty who participate in study abroad programs develop a greater, "appreciation for the rich diversity of human experience found in the customs, traditions, and cultural contributions outside their frame of reference" (p. 24).

This emerging topic of research will add to the knowledge of personal learning that relates to intercultural competence development for faculty and provide a framework for future plans on how to best prepare community college faculty to lead study abroad programs. Results will also be of value to community college faculty in their attempt to develop meaningful personal learning experiences by leading study abroad programs.

Overview of Methods

Qualitative methods were used including interviews to divulge the rich and thick thoughts, feelings, impressions, and memories of participants (Creswell & Poth, 2018; Hays & Singh, 2012; Leedy & Ormrod, 2016). I used the interpretative phenomenological analysis (IPA) interview process as outlined by (Smith et al., 2022) which involves a detailed exploration of the personal lived experiences of the participants and how they make meaning and sense of the experience. According to Reid et al. (2005), IPA is a particularly useful methodological approach when researching topics that are underexplored. Open-ended semi-structured interview questions derived from literature review (Hays & Singh, 2012) focused on capturing the in-depth perspectives that faculty experienced during and after their study abroad program (see Appendixes A & B). The interviews were recorded using Zoom recordings and a separate audio

recorder in the case of telephone recordings. It was up to the participant as to whether or not they made their video active.

As an alternative to Zoom, participants were offered a telephone interview that was recorded using a separate audio recorder. A backup audio recorder was utilized as well. After the interview and transcription process, I examined the similarities and differences across the participant responses to examine the personal meaning of their social and cultural learning from leading a study abroad program and how they subsequently applied any such learning into the courses that they teach. In addition to the interviews, an unobtrusive data collection consisted of samples of pictures or other artifacts that faculty members supplied which they felt exemplified a personally meaningful experience from their study abroad program. To refine the interview protocol (see Appendix A), I conducted a pilot interview with a community college faculty who had led short-term study abroad programs. The interview questions were designed from the literature research (see Appendix B). Triangulation of these multiple forms of data were used to uncover similarities and differences among the data (Leedy & Ormrod, 2016; Smith et al., 2022).

Proposed Target Participant Population

Participants for the study were comprised of 10 community college faculty members who had led or co-led at least one short-term study abroad program. According to Smith et al. (2022), IPA studies typically involve a small number of participants as the primary goal is to explore a detailed account of an individual's experience and investigate how these individuals make sense of their experience as well as how they make meaning of their experience. Smith et al. (2009) emphasized that, "IPA studies are conducted on relatively small sample sizes, and the aim is to find a reasonably homogeneous sample, so that, within the sample, we can examine convergence and divergence in some detail" (p. 3). IPA studies usually benefit from a concentrated focus on a

small number of participants (Pietkiewicz & Smith, 2014). As more IPA studies have been conducted, the sample size has decreased due to concentration of a detailed account of complex individual experiences (Smith et al., 2022). For a PhD study such as this, Smith et al. (2022) recommend, “between six and 10 interviews” (p. 46) to provide time and reflection of the data sets. The interpretative aspect of IPA evolves from themes generated by the interview transcripts which include both the participants’ account of their experience and also the interpretative commentary of the researcher. Derived from the data, this narrative may involve, “a highly detailed, interpretative and theoretical level, which may generate new insights” (Pietkiewicz & Smith, 2014, p. 13). The interpretation of the researcher can help educators recognize the decisions faculty make from their personal experiences.

The choice of IPA as a research method was well suited to develop rich data from detailed first-person accounts of each participant. Using semi-structured interview questions and subsequent prompts, the participants were given the opportunity to freely share their thoughts, ideas, and concerns about their experiences. They were encouraged to reflect on their experiences and freely speak and express their ideas. The selected faculty were extensively interviewed and recorded via Zoom or audio recording from the telephone to explore their impressions of the impact of the experience on any individual learning experiences as a result of leading a study abroad program. The questions were related to the framing literature (see Appendix B). The semi-structured, open-ended interview questions allowed for exploration of the perceived learning processes and other individual development aspects for these faculty leaders.

Data Analysis

Interview recordings were transcribed by hand and coded as soon as possible after collection (Hays & Singh, 2012). Secondary data analysis included organizing all codes into themes and patterns to discover similarities and differences across participants (Smith et al., 2009). A comparative data analysis of the provided artifacts and photos was performed to discover themes and patterns (Rose, 2016). According to Wagner (2011), "artifact-oriented studies can play an important role in alerting scholars and lay audiences to information and materials they otherwise know little about–or misunderstand…" (p. 74).

To promote trustworthiness, the transcripts from the interviews were shared with the participants to request verification and reflection (Hays & Singh, 2012). Two peer debriefers who have training and experience in qualitative research methods including phenomenology were asked to assist with development of themes. They have all been trained in phenomenological methodology and have experience coding qualitative research projects at the graduate level. These community college colleagues reviewed my analysis to provide feedback concerning the trustworthiness of the research process (Creswell & Poth, 2018). They provided formative feedback after compilation of themes and acted as consultants during the data analysis procedures. Multiple data sources were compared to check the results including notes from the document reviews, interviews, and observations.

Use of IPA as the research method (Smith et al., 2022) led to rich perspectives unique to the 10 faculty study abroad leaders. By examining multiple perspectives on the same experience, themes were formed about their experiences as well as any personal or professional developmental changes that resulted (Leedy & Ormrod, 2016). These insights provide information for community college faculty and administrators involving professional development, study abroad, and internationalization processes.

Delimitations

The boundaries for this qualitative study included full-time U.S. community college faculty who had led or co-led at least one short-term study abroad course in the past ten years. Administrators and staff were not included in the study. Participants chosen for the study were not limited to the number of study abroad sessions or type that they had led. It also did not limit the amount of international travel that the participants had previously experienced on an individual basis.

Definitions of Key Terms

The following key terms were used in this study:

Community college: higher education institution at which normally the highest-level degree awarded is an associate degree; also known as *Associate's College*, *Junior College*, *Technical College,* or *two-year college*. These institutions generally offer courses for transfer to four-year institutions or have a mix of career and technical classes which serve traditional or nontraditional students (Carnegie Classification of Institutions of Higher Education, 2021).

Education abroad: encompasses traditional study abroad with other off-campus international activities such as service learning, internships, and research experiences (American Council of Education, 2017).

Experiential learning: the process of learning through experience.

Faculty-led study abroad: study abroad academic programs led by faculty.

Global North: developed countries.

Global South: developing countries.

Globalization of higher education: economic, political, and societal forces that influence international involvement of higher education institutions (Altbach & Knight, 2007).

High impact educational practices: educational experiences that can be life-changing and include activities such as study abroad, service learning, or internship (Kuh, 2008).

Individual development: a change in personal experience and perception (Bedenlier & Zawacki-Richter, 2015).

Identity: a dynamic construct of how an individual understands themselves and the role played in social structures and interactions (Guy & Beaman, 2004).

Intercultural competence: complex abilities that are used to interact with other people who are culturally different from oneself and includes the ability to work effectively and appropriately with people from diverse cultural backgrounds (Deardorff, 2009; Fantini, 2009).

Internationalization of higher education: the integration of an international and intercultural aspect into teaching, research, and service functions of a higher education institution (Jibeen & Khan, 2015).

Interpretative Phenomenological Analysis: a qualitative research approach committed to the examination of how people make sense of their major life experiences (Smith et al., 2022).

Neuroplasticity: the ability of the adult brain to reorganize itself by forming new neural patterns in response to new situations or changes in the environment to accomplish a needed function (Lövdén et al., 2013).

Preservice teacher: students in education programs who have yet to graduate

Professional (faculty) development: efforts to improve knowledge, skills, and behaviors in the discipline including pedagogical skills (Steinert et al., 2019).

Short-term study abroad: study abroad program of eight weeks or less in duration (Institute of International Education, 2019).

Study abroad: pursuing educational opportunities in a country other than one's own.

Transformative learning: involving a shift in thoughts or feelings that causes a change in someone (Mezirow, 1991).

Summary

For students, the benefits of study abroad are well known but the impact on faculty who lead the programs is sparse. This study explored faculty perceptions of change and meaningful learning and any subsequent application in the classroom after leading study abroad programs.

This chapter introduced this qualitative, IPA study to examine the experiences of community college faculty who lead short-term study abroad programs. Research questions were outlined with the significance of the study as one that will help fill a gap in the literature. From this foundational study, community college faculty and administrators will have a better understanding of the perceptions of study abroad leaders as related to individual identity development and institutional professional development. The next chapter presents a review of the professional literature on the interweaving of personal development and the experiential nature of how leading short-term study abroad impacts adult learning which is subsequently transferred to the classroom.

CHAPTER II

LITERATURE REVIEW

The focus of this study was to explore the personally meaningful social and cultural learning experiences of community college faculty who lead short-term study abroad programs and how those experiences translate into classroom modifications. The unique views and perspectives of 10 community college faculty leaders were investigated by means of one-on-one interviews via Zoom. The faculty also shared how this gain in experiential knowledge integrated with their professional work involving student success and intercultural competence in the classroom.

This review includes current patterns in study abroad and internationalization efforts in higher education with an emphasis on community college education. As most of the research to date has centered on higher education in general, this discussion trends from the broad picture to the more specific community college research. To help frame an understanding of the development of learning processes of adult faculty leaders, practices in high-impact experiential learning along with a review of personal social and cultural meaning for faculty are presented.

Internationalization

International Education

The concept of internationalization is relatively new having developed its roots in global economic advances in a progressively interconnected and interdependent world (Deardorff & Charles, 2018). The term “international education” has been traditionally used throughout the years but has gradually evolved into more specific terms including globalization, internationalization, and delineating terms such borderless, cross-border, and transnational education (Knight & de Wit, 2018). Definitions of internationalization and globalization often

promote discussion and contradiction in higher education but consensus on the meanings is important as they help to shape strategies and policies in higher education. Altbach and Knight (2007) define globalization as the, “economic, political, and societal forces” (p. 290) that influence international involvement of higher education institutions. Preparing students for a global labor market where goods and services are exchanged constantly between nations is the economic impetus behind globalization (Richardson, 2012). The term “global citizenship” encompasses this economic need but also brings culture and societal norms into play (Schattle, 2009). Frost and Raby (2009) describe a global citizen as a person who contributes to improving global society by learning how to observe and interpret other people to successfully interact with them in social interactions and in the workplace. As opposed to globalization, the term internationalization embodies multiple factors that include the integration of an international or intercultural aspect into teaching, research, and service functions of a higher education institution (Jibeen & Khan, 2015). Demonstrating the rapid changes in complexity of viewpoints, in 2003, Knight proposed a working definition of internationalization as, “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (p. 2). In 2004, Knight described the complex interaction of these terms by explaining, “internationalization is changing the world of higher education, and globalization is changing the world of internationalization” (p. 5).

Due to a global marketplace, employers highly value employees who possess global competencies including communication skills and the ability to work effectively with others from other countries and cultures (U.S. Department of Education International Strategy, 2022). According to Damari et al. (2017), 93% of employers placed great value on employees who could effectively communicate and work with people from various cultures.

A 2008 report by the American Association of Colleges & Universities (AAC&U), found employers look for graduates who not only have specific field knowledge but also those who are able to work well in diverse groups demonstrating intercultural competence and intercultural knowledge. Employers in the survey felt colleges should help students acquire skills in real-world settings through internships or other experiential learning methods. Ten years later, a 2018 survey by a global higher education marketing company (QS Quacquarelli Symonds, 2018) compared the results of 11,000 employers around the world with 16,000 prospective students. According to the survey results, the five top skills employers desired were: (a) problem solving, (b) teamwork, (c) communication, (d) adaptability, and (e) interpersonal skills (p. 9). Unfortunately, only 18% of employers felt that college graduates are prepared to meet the needs of a global workplace (AAC&U, 2008).

Realizing the vital need for internationally competent citizens, the U.S. Department of Education International Strategy (2022) developed a strategy to frame educational competencies to advance equity, excellence, and economic competitiveness. This educational framework includes outcomes such as language proficiency, global awareness, knowledge of diverse perspectives and the ability to effectively collaborate and communicate with people in cross-cultural settings. One of the suggested goals is to increase study abroad opportunities for students.

International education has taken its place on campuses with the rapidly growing need to prepare students to become competent in intercultural relationships locally and globally. Measures of success in internationalization of higher education are monitored on a five-year basis by the ACE and CIGE (ACE, 2017). The list of priorities for internationalization efforts for

higher education institutions include increasing the number of students who study abroad and curriculum changes to include international focus and faculty development (see Table 1).

Table 1

Priority Activities for Internationalization

#	Activity
1	Increasing study abroad for U.S. students
2	Recruiting international students
3	Partnerships with institutions abroad
4	Internationalizing the curriculum/co-curriculum
5	Faculty development

American Council on Education (2017) p. 5.

Study abroad is a program in which students study in another country other than their own to experience firsthand another culture and build cross-cultural skills, often gaining skills in another language in the process. Traditionally, a study abroad experience has been a unique opportunity for a few privileged students at four-year colleges and universities, but the number of U.S. students studying abroad is rising (NAFSA: Association of International Educators, 2020).

Internationalization Trends of Community Colleges

Since the mid-90's, the internationalization of higher education has evolved from a suggestion to a reality. Progress and trends in this area have focused on the initial development and management to changes regarding international policies (Bedenlier et al., 2018). Articles and publications from pioneers in the research of higher education internationalization include Altbach and Knight (2007), Deardorff (2006), and Tarrant et al. (2014). During these early years, very little was mentioned in the literature about internationalization of two-year colleges.

The internationalization efforts of two-year institutions continue to fall far behind the efforts of four-year institutions (ACE, 2017; Harder, 2010). Advocates for internationalization of community colleges such as Harder (2010) and Raby (2007) acknowledge the need for all higher

education institutions to educate students to be prepared for the global job market. Unfortunately, after over a decade, the latest report from the ACE (2017), ranked the overall level of internationalization at community colleges lower than that of four-year institutions. This is not surprising as according to Bahr and Gross (2016) the mission of community colleges has been open access, comprehensiveness, lifelong learning, and community centeredness with a concentration on teaching. These core principles have historically embedded the community colleges with a focus on local but not global issues.

A shift in focus from educating for community needs to educating for the global world market may seem in direct opposition to the mission of the community college. As one of the foremost leaders involved with community college internationalization, Raby (2007) promoted this change in mission as vital stating, “it is critical to prepare community college students to live, work, and transact in a global world” (p. 58).

Key Stakeholders for Internationalization

Scholars debate who comprises the key stakeholders in campus internalization. Amblee (2018), described faculty and students as two of the key stakeholders in the effort to internationalize campuses. At community colleges, the majority of faculty identify as Caucasian with the ratio of females outnumbering males (Kisker et al., 2013). According to the American Association of Community Colleges (2018a), students in community colleges are more diverse population than faculty and staff which may play a role in student success. Harder (2010) contended, “institutional support is the most important factor for community college internationalization” (p. 159). However, a 2017 report (ACE), reported college presidents are the top change agents for internationalization efforts as their influence generates policy and programs that enhance campus efforts. Their ability to specify internationalization as a priority in

the institutional mission and vision is vital to promote campus efforts. Frost and Raby (2009) concur that success requires a long-term commitment by senior leaders and the encouragement of faculty to offer education abroad experiences.

This finding by the 2017 ACE survey on the trends in internationalization in higher education, has raised questions about the role of faculty in internationalizing campuses. In addition, although international student mobility is recorded, the role of faculty international engagement in teaching or research only receives about 14% of institutional tracking leaving a gap in knowledge about this critical component of internationalization (ACE, 2017). Without this information about the role faculty play in campus internationalization, any assumptions are incomplete (Bedenlier & Zawacki-Richter, 2015; Friesen, 2012).

Faculty Role in Classroom Internationalization

Faculty play a vital role in student cultural engagement as well as internationalization efforts of higher education. Bista (2016) emphasized faculty play a pivotal role in internationalizing the curriculum in a manner that promotes global concepts to students. Umbach and Wawrzynski (2005) found student engagement is directly related to the classroom culture created by faculty. They further revealed that pedagogical practices as well as faculty attitudes and behaviors have been shown to have a profound effect on student learning gains. Interacting with students daily, faculty are key components in any efforts to internationalize an institution (Bedenlier & Zawacki-Richter, 2015; Friesen, 2012). The ability of faculty members to interact in and out of the classroom with a diversity of student populations plays a major role in student engagement and positive student outcomes (Lundberg, 2014). According to Cushner (2009), “teachers play a critical role in enhancing the ability of the next generation of young people to

better understand the world around them and to be able to collaborate with others in the resolution of global problems" (p. 151).

Soria and Troisi (2014) contend when faculty members internationalize the classroom curriculum, the benefits for students are suggested to exceed even those of individual student study abroad. Enrollment in globally centered courses and campus engagement in global and international themed activities can play a large role in the development of students' global, international, and intercultural competencies (Soria & Troisi, 2014). On campus, international courses and activities have the potential to reach a higher percentage of students than the relatively small number who participate in study abroad courses. According to Raby (2007), the ability of faculty to infuse international perspective into courses can come from their personal overseas travel experiences or other experiences that involve an international viewpoint.

Raby (2007) contended faculty play a major role in the internationalization process as they are the leaders in the classroom as well as typically the ones who work with and lead study abroad programs. Raby acknowledged that faculty serve on international committees and lead education abroad programs. Helms (2013) recognized, "faculty are…the heart of the whole academic enterprise" (p.1), as they shape the curriculum through teaching and sustaining institutional goals. Researchers agree literature is lacking on faculty engagement and motivation toward internationalization (Bedenlier & Zawacki-Richter, 2015; Bista, 2016; Friesen, 2012). Amblee and Dhayanithy (2018) found not only do faculty views on internationalization vary but their views are influenced by their international experience.

Despite increasing demands for higher education faculty to enrich their classrooms with an international focus, there remains a lack of support to prepare teachers in multicultural and global education practices. Merryfield (2000) suggested most faculty have not been prepared to

teach or address the needs of an increasingly diverse classroom and they do not recognize the impact of internationalization on their students. Government support programs such as the Fulbright Scholar Program (2022) provide faculty and administrators the opportunity to experience firsthand global knowledge of other countries and cultures, but this only serves about 800 participants per year. This leaves many faculty unprepared to meet the challenges of providing a program that serves an increasingly diverse student body. Clearly, the need for faculty to act as key players in internationalization efforts is an underemphasized force in the mission and goals of many community colleges (Niehaus & Wegener, 2019). Investment in a faculty member's desire to learn more about best practices in intercultural and international methods should result in a positive outcome for the institution (Hunter et al., 2006; Umbach & Wawrzynski, 2005).

Summary Internationalization

Internationalization efforts in community colleges lag behind those of four-year institutions and the result has negative impact on student success. The role community colleges play in educating students to work, live, and compete in a global society is determined by college policies and administrative support. This is especially true for rural institutions where faculty may play a singular role in internationalization (Harder, 2010). In the next section, the value of study abroad and intercultural competencies are considered.

Study Abroad

Study abroad is linked intimately with internationalization efforts of most colleges and universities. Historical current trends and values of study abroad will be addressed here.

Trends in Higher Education Study Abroad

The value and importance of gaining international experience has increased in higher education like never before. Study abroad courses often center around custom and language studies of various people and cultures around the world with the intent of increasing an awareness of the richness and variety of international customs, norms, and values (Ferrari & Fine, 2016). Study abroad is a program in which students study in a country other than their own to experience firsthand another culture and build cross-cultural skills and as a result of this process they often gain valuable life skills (Dwyer, 2004). Due to a worldwide marketplace, employers value employees whose international experience helps them work well with people from other countries.

Traditionally, a study abroad experience has been a unique opportunity for a few privileged students at four-year colleges and universities, but the number of U.S. students studying abroad is rising (NAFSA: Association of International Educators, 2020). Prior to the Covid-19 pandemic, the number of U.S. students studying abroad during the 2018-19 academic year grew 1.6% from 341,751 to 347,099 students (NAFSA, 2020) which represented about 1.9% of all U.S. college students.

Trends in Community College Study Abroad

According to the Institute of International Education (IIE) (2019), the number of associate degree students involved with some form of study abroad during the 2017 – 2018 academic year was 7,424. Nearly half of all higher education students in the United States have been enrolled at one time at a two-year college (National Student Clearinghouse Research Center, 2015; U.S. Department of Education, 2021), and of those about 1.7% experienced a study abroad program during the 2016 - 2017 academic year (IIE, 2019). Typical of the population of community colleges, the number of community college students who study abroad

included a higher percentage of minority students than similar study abroad percentages in four-year institutions. Community colleges serve most minority students and adult students (Ma & Baum, 2015; Ma & Pender, 2021). According to IIE (2017), during the 2014 - 2015 school year, associate degree institutions served 17.6% Hispanic or Latino(a) students compared with 8.8% in four-year institutions. In addition, associate degree institutions served 8.4% African American students compared with 5.6% in four-year universities. The importance of reaching these traditionally underserved populations falls on the shoulders of the community college where the larger percentage of these populations attend classes.

Shaftel et al. (2007) contend that many semester or yearlong study abroad courses may delay progress toward graduation, as these courses may not transfer to four-year institutions. Many community college students work or have family responsibilities, often facing obstacles that challenge their opportunities to study abroad. This delay in graduation is often not an option for many adult community college students who need to complete their coursework quickly in anticipation of future employment to help support themselves and their families. To meet this need, many community colleges offer short-term study abroad programs lasting typically from two to eight weeks and are led by a faculty member (Malveaux & Raby, 2019; Mullens & Cuper, 2012; Pasquarelli et al., 2018). Many such programs are offered during winter or spring breaks.

Short-term Study Abroad

Exceeding all other types of study abroad, short-term study abroad experiences have become the most popular means of student experience in international travel programs. Short-term programs are designated as those that last less than eight weeks (IIE, 2019). Traditionally, students spend a semester (mid-length) or an entire academic or calendar year (long-term) (Mullens & Cuper, 2012), but by 2017, the duration and cost have dropped their popularity

respectively to 33% for semester length and just above two percent for a yearlong program (IIE, 2019). According to the IIE 2018 Open Doors report (2019), of the 341,751 higher education students in the United States who studied abroad during the 2017/2018 school year, over 65% chose short-term study abroad as their preferred duration to spend in a foreign country. Of these students, majors in STEM fields topped all study abroad students at 26% followed by business students at 21%, and social sciences at 17% (IIE, 2019). These fields have risen dramatically over the traditional programs of foreign language and international studies as well as fine and applied arts which tied at seven percent. The appeal of a shorter program which is often led by faculty gives the opportunity for more students to learn experientially about other cultures and ways of life.

Not all research points to the efficacy of short-term study abroad, as they do not offer enough time for students to become immersed in an environment to promote sufficient gains in knowledge of the country or culture (Tarrant, 2010). Dwyer (2004) contended the longer the duration of the study abroad program, the deeper and more significant the impact was on students. While Dwyer's research backs up this theory, the practicality of a semester long or yearlong study abroad program does not avail itself to most community college students whose work and family life prohibit long stays away from home. Challenging this perspective, McKeown (2009) found for study abroad students traveling internationally for the first time, the experience of any length could have major benefits. McKeown called this a, "first-time effect" and students experienced the challenge of making meaning out of their new experiences. For these students, the initial struggle and challenge of experiencing another culture led to intellectual development in forming new insights into the different ways people think and interact. Interestingly, McKeown did not find the same level of intellectual development in

students who had previous international travel experiences as they had previous exposure to different cultures, perspectives, and opinions.

Implications of the Research Gap on Community College Study Abroad

With the unique open access mission of community colleges, the need for study abroad research in this area is critical as most studies have focused on university student study abroad (Raby, 2019). The gap in research at the community college level leaves most background knowledge pertaining to university student study abroad programs (Raby & Rhodes, 2018). Taking a broad view of the available research and narrowing it to the community college level is a helpful approach. Growth in the field of community college internationalization and study abroad research has confirmed some of the similarities and differences (Raby, 2019).

Analysts predict that in about twenty years, the ratio of racial or ethnic minority workers will be the majority, and in about thirty years, one in three Americans will have been born in a foreign country (Mellow & Heelan, 2015). Internationalization of college campuses has created a need for higher education leaders to become aware of cross-cultural dimensions, ethnocentrism, and prejudice, and their effect on underserved students (Boggs & Irwin, 2007; Northouse, 2016). For international students, a sense of belonging and welcome increases grades and therefore increases chances of graduation (Glass & Westmont, 2014) and faculty can play a major role in globalization of the classroom. Faculty are key players in initiating curricular changes that impact all students' attitudes related to internationalization efforts especially at the community college level (Robertson & Blasi, 2017). The impact of internationalization efforts of community colleges is critical for success of these students.

Community colleges provide open access and are characterized by a diversity of students in terms of age, race and ethnicity, and socioeconomic backgrounds (Ma & Baum 2015; Ma &

Pender, 2021). With a focus on employment, most community college students attend classes to upgrade job skills and ensure employability after graduation. Research into the link between higher education study abroad and career success have shown that study abroad contributes to the development of skills valued by employers such as leadership, teamwork, problem-solving and intercultural skills (Farrugia & Sanger, 2017; Harder et al., 2015). With the career-oriented nature of most community college students, these findings are significant.

Benefits for Students

The benefits for community college students after a short-term study abroad experience have been well documented and include an increase in student success and retention. According to Raby et al. (2014), both the determination of completion and subsequent transfer to a four-year institution for some students is dependent on their experiences with study abroad. Today's students will be living and working in a global society. Their success depends on skills and perspectives that previous generations of students did not necessarily need (Raby & Valeau, 2007).

Benefits for Faculty

The lived experience of students who are involved with study abroad has been described as transformative and life changing (Bell et al., 2016; Patterson, 2015). To date, most study abroad research has focused on the experience of students, but with the recent increase in faculty-led short-term study abroad programs, a gap in information regarding the experience for faculty has developed. In addition, even less is known about the effect of leading study abroad in terms of faculty personal meaning and subsequent transitional carry over into the classroom (Sandgren et al., 1999).

Most research on study abroad centers on the educational outcomes for students who participate in these programs. Since most of the work in this area has focused on the student experience, relatively little is known about the impact on faculty members who lead the study abroad courses (Bedenlier & Zawacki-Richter, 2015; Bell et al., 2016; Drexler & Campbell, 2011; Ferrari & Fine, 2016; Raby et al., 2014). Faculty who participate in such experiences gain knowledge of these and other global practices and understandings. These faculty members bring back to their respective campuses and classrooms a valuable global perspective, and a better understanding of the challenges of internationalizing the classroom.

Ferrari and Fine (2016) studied the impact of short-term study abroad on university leaders, faculty, and graduate students. Their findings suggested the global perspectives of the participants influenced their leadership styles. Further, the study abroad experience changed and developed their cognitive ability to determine internal global and civic convictions. The participants in the study developed cognitively, intrapersonally, and interpersonally shifting the concentration of their decision making from authority based to internal convictions. High-impact studies such as these influence participants to acquire necessary skills to be social change agents upon their return to campus. As suggested by Ferrari and Fine (2016), the importance of exposing educational leaders to the values of study abroad can promote the "relevance of global knowledge to education's most urgent social, ethical, and civic challenges" (p. 110).

While experience with short-term study abroad programs brings with it a richer teaching and learning experience for faculty (Festervand & Tillery, 2001), the act of teaching and leading such a course is a very demanding personal and professional undertaking. The international visit can provide the basis for the development of novel teaching practices that better reflect a global view of the particular subject matter.

Some advocates of study abroad recognize the potential for faculty to use the opportunity as an investment in themselves through both personal and professional development. As well as the development of leadership skills, McCallon and Holmes (2010) suggested one of the benefits of teaching a study abroad course is the opportunity to develop innovative ideas and creativity in thinking through experiential problem solving. McCallon and Holmes further contend that leading study abroad classes can, "enhance your self-confidence, professional worth, and job marketability" (p. 16) including enhancement of leadership and management skills. Teaching experientially, which is a hallmark of study abroad, institutes an advanced level of education which has high impact for both student and teacher (Kuh, 2008).

Meaningful Development through Leading Study Abroad

Faculty exchange programs such as the Fulbright Scholar Program (Fulbright Scholar Program, 2022) annually provide about 800 teaching and research awards to faculty and administrators. This support is designed to meet the changing needs of U.S. academics especially internationalization of colleges and universities but falls short of meeting the demand for the majority of community college faculty. During the 2021-2022 academic year, out of the 125 institutions that took part in the program only 14 community colleges were represented. These types of faculty programs typically focus on participant growth in intercultural competence and academic competence including professional development (He et al., 2017). However, international experiences do not guarantee growth in intercultural or academic competencies (He et al., 2017; Merryfield, 2000).

A fundamental goal of internationalization through faculty study abroad is to produce a change in stereotypic attitudes or beliefs that impact academic practices and pedagogy. Shanahan (2009) describes an individual's attitude as having both a cognitive and an emotional component

and is a, “learned predisposition to react to objects favorably or negatively” (p. 598). Shanahan further states that before any changes in behavior are evident a change in attitude must be made. The limited studies on faculty learning through leading study abroad programs cite increased cross-cultural awareness and teaching skills associated with teaching multicultural education (Patterson, 2015). Gouldthorpe et al. (2012) found after a short-term faculty only study abroad program, participants exhibited a shift in mindset from stereotypic to more comprehensive social systems and participants exhibited increased motivation to integrate global mindedness into their campus courses. Other variables included a gain in knowledge and communication skills, attitude change, and aspirations to introduce and include globally recognized topics into the curriculum of their campus classes.

Several examples of adaptation and change are reported in the literature on study abroad experiences. Conner et al. (2014) reported on an international learning experience for a group of 10 U.S. agriculture faculty to Trinidad and Tobago. The goal of the program was for participants to garner an understanding of international culture in order to offer similar understanding to their own students. Eight stages of development emerged from the study including, “preparation and planning, excitement, frustration, building relationships, cultural comparisons, cultural understanding, cultural appreciation, advancing expertise, and future plans” (p. 115).

Sandgren et al. (1999) conducted a study to find casual links between short-term study abroad experiences of 48 preservice faculty and any resultant change in their teaching. The participants in the study indicated a variety of transformations in personal attitudes that occurred from participation in the programs and reported they, “saw the world differently” (p. 43) after the program. Their transformations took two different forms, the first of self-awareness and the second of social awareness. This link between their international experience and teaching was

determined first by personal awareness of the individual's thought processes, emotions, and typical behavior changes. Secondly, a new recognition of societal differences and realities changed their views on ethnocentrism and privilege associated with U.S. society and educational norms. These transformations resulted in changes in classroom teaching techniques including more group work, use of examples from the country and culture, a reduction in authoritarian teaching techniques, and greater sensitivity to various students (p. 49). This type of immersive experience can have profound and lasting effects on the intercultural competence of a faculty member which can lead to positive steps in an institution's effort to internationalize their campus.

Faculty Motivation as an Adult Learner

Hardré (2012) surveyed community college faculty to find out what motivates them to seek professional activities outside the classroom. Hardré found that faculty motivation was a critical factor in productivity and retention therefore administrators should be open to ideas which promote the overall well-being of each faculty member. Opportunities such as supporting faculty-led study abroad classes could be an important factor in keeping faculty motivated and enthusiastic about their subjects. Motivation for engaging in personal enriching activities is integral to the interest and enjoyment of the faculty member. Williams-McMillian and Hauser (2014) contend job satisfaction for community college faculty is dependent on outside stimulation and a sense of renewal. Little research has been conducted to explore the effect of job satisfaction for community college faculty who lead study abroad programs.

Summary Study Abroad

As community college student interest in short-term study abroad grows, the corresponding need for faculty willing to lead the programs increases as well. In contrast to that

of the student experience with study abroad, literature on the awareness of how community college faculty members perceive the experience of leading study abroad programs is lacking. The heterogeneity of cultures in classrooms favors faculty with experience in intercultural relationships and practices resulting in positive student success. The meaningful factors involved when faculty members lead study abroad programs are an emerging topic of interest. The next section follows up with intercultural competence.

Intercultural Competence

The ability to interact with people of other cultures in an effective manner embraces the concept of intercultural competence, which begins at the individual level and moves through a series of internal and external outcomes (Deardorff, 2006; Wolff & Borzikowsky, 2018). Deardorff (2006) attempted to characterize intercultural competence as a series of cognitive and emotional changes which lead to the ability to communicate and behave effectively and appropriately within cross-cultural situations. Soria and Troisi (2014) summarize intercultural competence as an appreciation of diversity and understanding of complex issues in a global context. It also includes the ability to work effectively and appropriately with people from diverse cultural backgrounds (Fantini, 2009). Gaining skills in these areas can help promote successful collaboration between people from various cultures around the world. Students who study abroad have the opportunity to gain skills in intercultural competencies (Raby & Valeau, 2016) but since not all students participate in overseas international programs, alternatives to study abroad are paramount to internationalizing the curriculum (Soria & Troisi, 2014).

Components of Intercultural Competence

Deardorff (2009) emphasized building authentic relationships is a key element in the cultural learning process. As our society becomes increasingly diverse, it is critical that higher

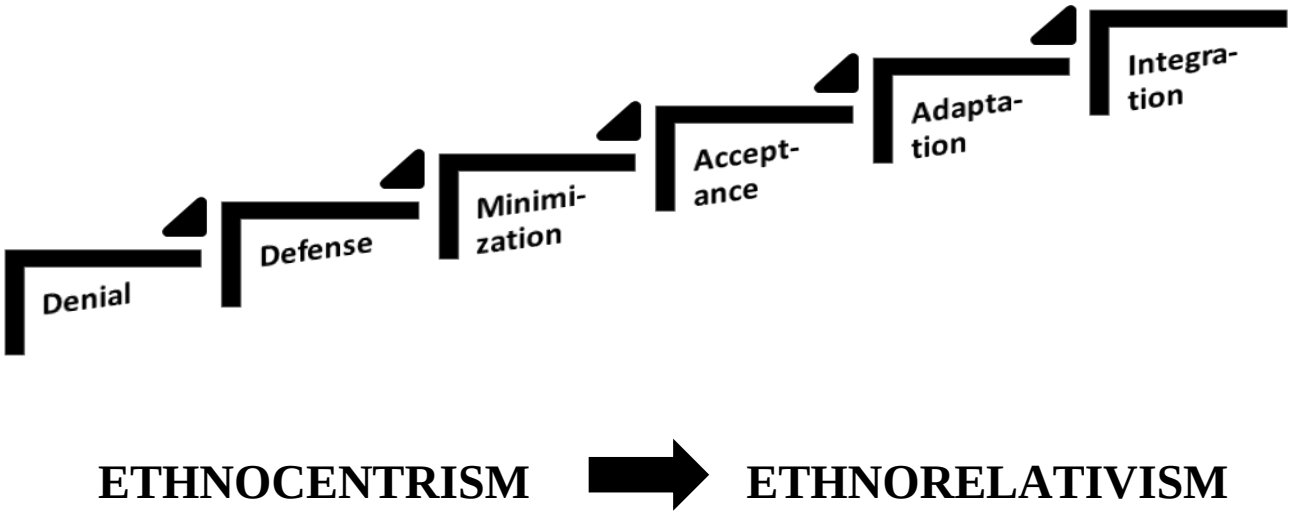
education faculty receive training on how to teach and work with students from various cultural backgrounds. Efforts to enable and encourage intercultural competence have resulted in models that help to describe the concept. Most of the models embrace similar factors including attitudes and knowledge of cultural self-awareness and ethnocentric assumptions which lead to internal and external outcomes associated with empathy toward others' worldviews and appropriate behavior and communication toward other cultures (Spitzberg & Changnon, 2009). Deardorff (2011) also emphasized the assessment of intercultural competence as a valuable tool to lead curriculum reform. According to Deardorff (2009), embracing intercultural competence within higher education needs to be intentional and strategic with the goal of improved student success.

Ethnocentric vs. Ethnorelative

People experience, interpret, interact, and respond to cultural differences with other people in specific ways. According to Bennett (1986, 2004, 2017) personal growth from an initial mindset of ethnocentrism occurs in six ways. Denial, defense, and minimization are examples of ethnocentric attitudes while acceptance, adaptation, and finally integration are examples of the three stages of what Bennett refers to as ethnorelativism (see Figure 1). Sometimes referred to as the "Bennett Scale," this model is a continuum of learning progression which can result in greater ethnorelativism. Achieving a more ethnorelative worldview is termed intercultural sensitivity and is characterized by empathy and attitudes that generate value from cultural diversity (Bennett, 2017).

Figure 1

Bennett's Stages of Intercultural Sensitivity



Adapted from Bennett (1986, 2004, 2017).

Faculty Intercultural Competence

To meet the needs of the growing numbers of international students attending U.S. community colleges, faculty members using traditional teaching methods may not have developed the pedagogical and intercultural skills necessary to help students succeed in an increasingly heterogeneous classroom. The success of these students falls on the shoulders of faculty in the classrooms who may not have the cultural understanding and experience with varied global and cultural learning styles (Taylor, 1994). In addition, U.S. students must develop intercultural competencies needed to successfully navigate an increasingly diverse society and to compete in a globalized workplace (Damari et al., 2017).

The influx of international students into classrooms has created a diversity of ideas and thought processes that may be a challenge for faculty (Anayah & Kuk, 2015). The ability of faculty to develop meaningful learning experiences for students from various cultures is dependent upon the capability of the faculty to recognize and interact with students in a manner

that may be different from their home culture (Deardorff, 2009; Smolcic & Katunich, 2017). If faculty are not aware of how cultural differences can affect the learning process, international students are at a disadvantage. Language barriers as well as cultural barriers can play a role in the success of these students. Faculty may not be equipped with the skills and open awareness of the limitations that their traditional teaching methods may place on international students. Students may be hampered by the typical American style of teaching including practices such as critical thinking, group work, and interacting with classmates (Hagedorn et al., 2016). Areas with the largest growth in immigrant populations are rural areas where the need for intercultural competence has become increasingly critical (AACC, 2020).

Summary Intercultural Competence

In an increasingly global environment, the importance of implementing intercultural competency strategies into higher education is crucial for student success (Deardorff, 2006). High impact and experiential educational practices can enhance the ability of a college to ensure integration of measures to institutionalize intercultural competency practices (National Leadership Council for Liberal Education & America's Promise [LEAP], 2008). Development of globally competent students depends on interpersonal relationships between key players including faculty and students from various disciplines (Deardorff, 2009; Smolcic & Katunich, 2017). The next section investigates high impact educational practices including study abroad programs for students and faculty who lead the programs.

High Impact Educational Practices

High impact educational opportunities such as study abroad have been found to increase the development of intercultural competencies for students (Hunter et al., 2006; Kuh, 2008; Tarrant, 2010). However, research findings by Salisbury et al. (2013) suggest while a study

abroad experience may result in knowledge of cultural differences, it may not result in an appreciation or comfort with that difference. Salisbury et al. further contend integrative learning experiences on college campuses may be even more effective than study abroad in the development of intercultural competencies.

High-Impact Learning Experience

To increase student success, persistence, and retention in higher education the AAC&U (2008) encourages learning outcomes which are centered around a student's real-life needs including future employment and citizenship. Outcomes include basic knowledge skills, critical thinking, and intercultural knowledge and competence (National Leadership Council for Liberal Education & America's Promise (LEAP), 2008). The LEAP researchers cautioned that all Americans need to be able to engage with the global community in both a collaborative and competitive manner. Also found in the LEAP report are outlines of the skills and outcomes needed by students including personal and social responsibilities together with knowledge of global cultures, ethical reasoning, and local and global civil engagement. Wolff and Borzikowsky (2018) contend an increase in global intercultural competence increases after studying abroad but very few community college students are able to take advantage of this opportunity (Raby, 2007). In recent years, the value and importance of community college students gaining international experience vaulted its way into higher education like never before as employers increasingly demand skills related to communication and teamwork within various cultures (QS Quacquarelli Symonds, 2018).

High-Impact Experiences

High-impact practices have been shown to have a positive influence on student learning outcomes (Kuh, 2008). Since 2008, the AAC&U has encouraged faculty to embrace high-impact

practices to provide an exemplary learning experience to help students develop the skills needed to succeed in today's society. According to Kuh (2008), high-impact practices provide substantial educational benefits for students. These practices are especially beneficial for students who are further behind in academic prowess and for underserved students. Unfortunately, these high-impact practices may not reach students who need them the most. With a result of increased retention and graduation, embedding high-impact practices into the classroom is vital for colleges to help students achieve success. These high-impact practices reported by Kuh (2008) are summarized in Table 2.

Table 2

High-Impact Educational Practices

#	Practice	Example
1	First Year Seminars and Experiences	Orientation seminars, academic seminars, discipline-linked seminars, basic study skills seminars
2	Common Intellectual Experiences	Core curriculum
3	Learning Communities	Groups of students take two or more classes together
4	Writing-Intensive Courses	Writing across the curriculum
5	Collaborative Assignments and Projects	Study groups, team-based assignments, cooperative projects
6	Undergraduate Research	Work with a faculty member on a research project
7	Diversity/Global Learning	Study abroad, experiential learning in the community, intercultural studies
8	Service Learning, Community-Based Learning	Experiential learning related to classroom learning
9	Internships	Field experience, cooperative education experience, clinical placement, student teaching
10	Capstone Courses and Projects	Senior project, portfolio, comprehensive exam

Kuh, G.D. (2008). High-impact educational practices, what they are, who has access to them, and why they matter, p. 9-11. Washington, D.C., American Association of Colleges and Universities

Kuh (2008) recommended that undergraduate students engage in study abroad experiences in their senior year of study but for many community college students their time in undergraduate classes is limited to freshman and sophomore years (Raby, 1996). During the 2016/2017 school year, only 1.7% of the total students who studied abroad did so at the community college level (Institute of International Education (IIE), 2018). Out of 12 million students who attended community college in the 2016/2017 school year, these 5,656 community college students (AACC, 2018b; Wood, 2019) represented an increase in the number of students interested in study abroad. But of the 41% of all undergraduates attending community colleges, only about 24% transfer successfully into universities, leaving the vast majority without this experience if they did not take advantage of the opportunity at the community college level (AACC, 2018b; Malveaux & Raby, 2019).

Experiential Learning

High impact practices such as study abroad are valued as experiential learning. Various definitions of learning mention experience as an integral part of the development process. According to Cronbach (1977), learning is defined as a "relatively permanent change in behavior, interpretation, or emotional response as a result of experience" (p. 92). Taking a similar view on the importance of experience in the learning process, Mezirow (1996) stated, "learning 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" (p. 162). According to Taylor and Marienau (2016), learning for adults is a process that builds on prior experience and interpretation in a meaningful manner. Kolb (2015) defined learning as the "process whereby knowledge is created through the transformation of experience" (p. 49). Kolb further asserted, "learning is *the* major process of human adaptation" (p. 43) and is continuously

created and recreated as a holistic integration of thought processes, feelings, perceptions, and subsequent behaviors.

The foundational work of Dewey (1938/2015) connected life experiences with learning and observed, “all genuine education comes about through experience” (p. 25) but also cautioned that not every experience is worthy of the direct goals of education to promote desirable future experiences. Lewin’s (1936/2015) work with group participants increased the awareness of learning by experience and Piaget’s (1936/1952) descriptions of how intelligence is shaped by experience have influenced the role that experiential education plays in adult education (Jarvis, 2006; Kolb, 2015; Merriam & Baumgartner, 2020). Expanding on the educational groundwork of Dewey, Lewin, and Piaget, Kolb’s (1984) experiential learning theory is based on the premise that new experiences can provide conceptual learning changes.

Learning is an individual process and is determined by the way an individual views an experience and how that newly discovered knowledge relates on a personal basis (Dewey, 1938/1952; Jarvis, 2006). Reflection on the experience and the meanings that are deduced from that reflection play a critical role in the assimilation of new knowledge and any resultant behavioral transformation (Kolb, 1984; Mezirow, 2009; Piaget, 1936/1952). According to Kolb (1984), people who go beyond the stages of watchful thinking about an experience move into the active experimentation stage as they accommodate new knowledge into their activities. Faculty who lead study abroad programs meet this category of learners as they are willing to take on leadership roles and are willing to take risks to achieve goals for themselves and their students.

Kolb’s Experiential Learning Cycle

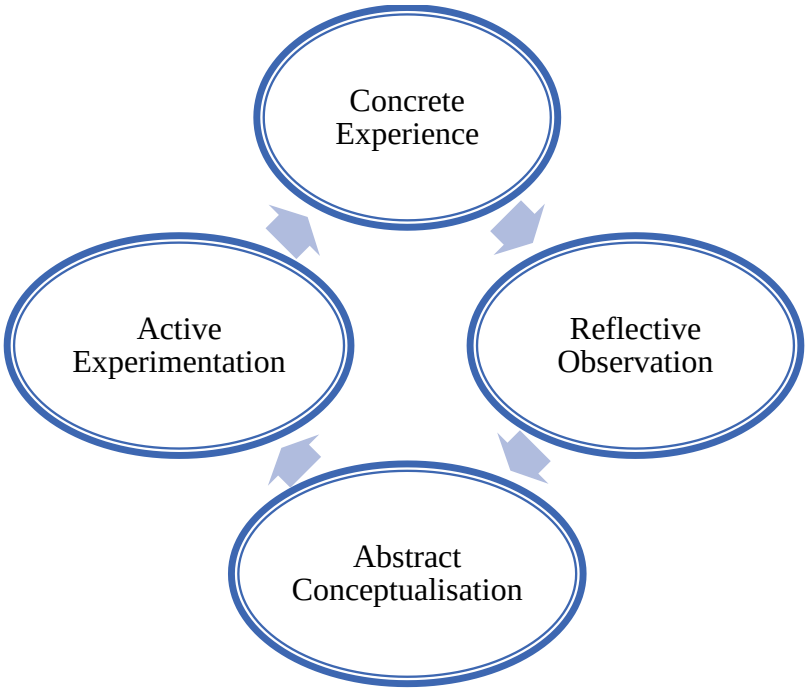
The framework of Kolb’s experiential learning theory is applicable for exploring the adult learning process in faculty leaders of study abroad programs. Experiential learning takes

place with direct experience involving what is being studied (Kolb, 2015), as is often found in study abroad. Kolb refined his definition of experiential learning as a "dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction" (Kolb, 2015, pp. 50–51).

Building on the work of these and other educators, Kolb developed an experiential learning cycle which is represented by cyclical stages (see Figure 2). The cycle begins with a concrete experience of actually doing something or encountering a new situation or the reinterpretation of an existing experience. The second phase is reflective observation of review and reflection on the experience especially if there are any inconsistencies between the experience and current understanding (Kolb & Fry, 1975). Reflection then leads to learning from the experience which Kolb termed abstract conceptualization. The reflection gives rise to a new idea or modification of a concept that changes old patterns of learning. The cycle is finalized by application of the newly formed idea and the idea is applied and tried out in a form of active experimentation (Kolb, 2015).

Figure 2

Kolb's Experiential Learning Cycle



(Kolb, 2015)

As noted, Kolb's experiential learning cycle is typically represented by four stages which begins when a person encounters a new experience. It must be noted that the experience itself does not guarantee learning (Kolb, 2015). Many educational researchers agree the key to learning from experiences is the process of critical reflection on the experience, becoming aware of any preconceived ideas or assumptions and potentially revising perspectives (Brookfield, 1986; Cranton, 1996; Mezirow, 1996).

Some researchers contend the step that takes place after the new experience is one of the most important for learning to occur. Reflection of the new experience and observation about any inconsistencies between prior understandings of the experience play a major role in the

process of becoming a new idea (Brookfield, 1986; Cranton, 1996; Dirkx et al., 2010). According to Mezirow (1991), reflection involves the critique of assumptions to "interpret and give meaning to an experience" (p. 104). However, Cranton (1996, 2016) contended reflection does not always lead to transformation of ideas and instead may lead to confirmation or consolidation of preexisting beliefs.

Experiences are seen through the lens of our frames of reference, which include distortions, prejudices, stereotypes, and unexamined beliefs. When a person encounters a perspective that is different from the one they hold, they may be provoked into critically questioning their current thinking. This can happen as a product of a single event or as a gradual cumulative process. The learning only becomes transformative when the person makes a deep shift in how they see themselves, identify with the world around them, and then act on the revised perspective (Cranton, 2016).

Reflection often gives rise to a new idea or a modification of an existing concept that translates into learning from the experience. Kolb (2015) labels this step as abstract conceptualization where the participant concludes a concept. The final stage is active experimentation where the learner plans and then applies and tries out the new idea to see what happens. The new concept is used to test ideas in future situations which results in new experiences.

Kolb developed a holistic model of the experiential learning process that provides a model for adult learning. Using the basis of the experiential learning cycle, Kolb (2015) developed a six-stage plan to incorporate a holistic model of the cycle along with tenets of adult development. The stages are: (a) learning is best conceived as a process, not in terms of outcomes, (b) all learning is relearning, (c) learning requires the resolution of conflicts between

dialectically opposed modes of adaptation to the world, (d) learning is a holistic process of adaptation to the world, (e) learning results from synergetic transactions between the person and the environment, and (f) learning is the process of creating knowledge (p. 194).

Adult Learning

Knowles et al. (2015) suggest the principles of adult learning are: (a) the learner's need to know, (b) self-concept of the learner, (c) prior experience of the learner, (d) readiness to learn, (e) orientation to learning, and (f) motivation to learn (pp. 4–5). Knowles et al. offer three overall principles concerning adult learning related to neuroplasticity, emotions, and prior knowledge relating to experience.

Neuroplasticity

The first principle is that adults can learn throughout their lives in a phenomenon called neuroplasticity. Neuroplasticity or 'plasticity' refers to the ability of the adult brain to adapt and change through experiences. Adults retain the capacity to learn and change throughout their lives. New experiences cause reorganization of neural pathways but even though these synaptic networks are constantly revised and refined throughout life, the adult brain tends to use existing and well-established patterns which are more difficult to change (Taylor & Marienau, 2016). Taylor and Marienau compare these established neural pathways as rivers of experience which have cut deep troughs into the bedrock of the brain which act to establish associations and categories of learning. These established patterns help all living beings discriminate between 'like' and 'unlike' to aid in an evolutionary survival blueprint. For adults, these well-established patterns and pathways of cultural norms help us survive and thrive in society but may limit openness to new learning as more effort and energy is required to break out of these entrenched neural pathways.

Role of Emotions in Learning

The second principle (Knowles et al., 2015) considers the role that emotions play in learning. Positive emotions during the learning process aid in supporting memory but negative emotions block the uptake of new information in the brain (Evrard & Bresciani Ludvik, 2016; Taylor & Marienau, 2016). When a learning experience is pleasurable, a neurotransmitter called dopamine is released supporting memory, but dopamine levels drop when learning is associated with negative emotions reducing the ability of new memories to form (Willis, 2010). While emotions play a role in the learning experience, emotions are not the same as feelings. Emotions may be described as an internal response to external stimuli, but feelings are our subsequent perceptions and awareness of these internal, physiological changes (Taylor & Marienau, 2016).

Dirkx (2008) contended emotions play a major role in the learning process of adults and thus should be recognized as a factor in our values and attitudes. He further explained that because emotions represent a neurophysiological response to various stimuli, they develop meaning in a "sociocultural context and discourse, and integral to one's sense of self" (p. 13). According to Lupton (1998), "emotions are phenomena that are shaped, experienced and interpreted through social and cultural processes" (p. 2). Studies on the role of emotion in learning and the brain have suggested the ability of the brain to change ingrained patterns of social bias is enhanced by cross-cultural exposure and familiarity. As reported by Phelps (2006), studies in emotional learning extend to culturally acquired biases and learned emotional responses but these may be diminished or extinguished as familiarity with the variant cultural aspect becomes less threatening.

The role of experiences in life is fundamental to understanding learning for adults and involves the mind, body, and emotions (Jarvis, 2006; Merriam & Bierema, 2014). Jarvis (1987)

expanded on Kolb's experiential learning cycle but pointed out the simplicity of the cycle and devised a more complex model giving recognition to the fact that emotions play a major role in the learning process. In addition, studies have shown that adults experience more positive emotional responses and less negative effects when experiencing repeated events (Mather et al., 2004). These findings may suggest that as priorities and attitudes mature across the life span, older adults may perceive different changes in learning patterns than do younger less experienced people.

Role of Previous Knowledge

The third major principle as stated by Knowles et al. (2015) involves the connection of new knowledge to existing knowledge. Adult learners make meaning of new learning based on their prior knowledge and experience. When encountering new knowledge, the brain attempts to find the path of least resistance by trying to locate a familiar neural network to make sense of the new information (Taylor & Marienau, 2016).

Knowles et al. (2015) asserted that individual learning has outcomes which may also further institutional advancement or growth in society. Jarvis (2006) agreed and suggested learning must take place personally before it can be transmitted to others then implemented into change procedures and structures for an organization (Jarvis, 2006). Knowles et al. suggest meaningful learning is learning that is tied to previous knowledge which then enables the individual to apply it experientially.

Before engaging in the learning process, adults need to understand why it is important for them to know the material. Unlike children, adults are intrinsically motivated to engage in self-directed learning (Knowles et al., 2015). Adults possess a deep background of previous learning and prior unique experiences some of which may impact learning producing biases which can

create a natural resistance to learning something new. Adults are motivated by things that help them solve real world problems or help them improve their lives in some way. Faculty learn about teaching through experiences and critical reflection and as they become aware of their biases and assumptions, they can review their perspectives and make changes accordingly (Cranton, 1996).

Meaningful Personal Development

Leading short-term study abroad programs involves many factors that potentially lead to meaningful personal development for faculty members in community colleges. The transformative experience of international travel is typically an expected outcome contributing to both personal growth and development of meaningful cultural interpretative changes. Patterson (2015) found the impact of travel for higher education faculty was a transformative experience that altered their perceptions of people, customs, and traditions. Faculty reported the cross-cultural experiences translated into an in-depth feeling of personal adaptation and transformational ways of viewing other cultures. Furthermore, Patterson suggested while the participants professed a "postcolonial understanding of curricular and cultural transformation" (p. 362) their overall experience relied on preconceived assumptions and previous life experiences. This study points to the importance of time for intentional personal reflection and introspection, discourse with other participants, and sufficient contact with the host population to provide meaningful personal learning.

According to Cranton (1996), faculty make meaning of their experiences through inner interpretation. Mezirow (1996) described learning 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" (p. 162). Cranton (1996) argued the goal of adult learning is knowledge change or

transformation and maintained “adult educators are adult learners” (p. 116) and transformative learning leads to a changed self-perception.

Influence of Society and Culture on Learning

Social pressures affect the likelihood that learning will take place or that an individual’s attitude will be changed (Shanahan, 2009). Social learning refers to the learning process that occurs through the observation of people around us. Social learning theory, developed by Bandura (1977b) follows the premise that behavior is learned from the environment as an individual observes the people around them who serve as models. Bandura suggested social learning helps to shape an individual’s beliefs and attitudes. Bandura’s observational learning process involves attention, retention, and reproduction of the learned behavior especially by, “verbal coding of observed events” (p. 7). The social learning process also requires motivation and incentives including positive or negative reinforcement.

Research suggests that there is a correlation between the personal beliefs of instructors and the success of students (Vázquez-Montilla et al., 2014; Youngs & Youngs, 2001). Vázquez-Montilla et al. (2014) suggest teachers’ attitudes and personal beliefs towards the cultural backgrounds of their students “affect all aspects of learning” (p. 577). Student success and outcomes require critical rethinking about cultural attitudes by each individual instructor. Youngs and Youngs (2001) suggest, “direct personal contact with diverse cultures affects teachers’ attitudes” (p. 102). Additionally, an increase in personal contact with diverse cultures offers the individual an opportunity for greater self-awareness and an increase in positive attitudes toward working with culturally diverse students.

Society plays an important role in an individual’s learning process as the social constructs influence presumptions and considerations of the experience (Jarvis, 2006). Social knowledge is

gradually accumulated through experiences in an individual's immediate environment and culture. Brookfield (1986) viewed knowledge as relative and is used to inform behaviors in a cultural context. He also emphasized adult learners use altered perspectives to think about ways they can "transform their personal and social worlds" (p. 47). Jarvis (2006) suggested that experiences are fundamental to the learning process and occur within our immediate society. Kolb (1984) suggested a relationship exists between social and personal knowledge stating, "knowledge is the result of the transaction between social knowledge and personal knowledge" (p. 36). According to Knowles et al. (2015), the goals and purposes of learning include not only personal growth but also societal growth.

Beijaard et al. (2004) connected teacher learning with professional identity development stating identity develops throughout a person's life and is dependent on the external relationships in a social network. Beijaard et al. also emphasized the interdependence of professional identity with that of personal identity in relation to organizational culture and societal norms. A teacher's personal background and experience relates to self-image and greatly influences an individual's teaching philosophy and attitude toward change. As a lifelong learning process, professional identity involves dynamic re-interpretation of experiences which shape the personal convictions and values each individual brings to the classroom.

Hammond (2015) intertwined neuroscience and cultural teaching methods to offer a way to "understand and organize our culturally responsive teaching practice" (p. 4). Originally aimed at closing the culture gap between African American and white students in the classroom, Hammond expanded the method to include students from all cultural backgrounds. Hammond's methodology involves a changed mindset first for the teacher who then influences students and involves a deep look into cultural background knowledge to create a scaffold on which to build

new concepts. A paradigm shift is often needed to change what have been previously acceptable thoughts and behaviors. According to Brookfield (2013), knowledge gained through experiences empowers adults to challenge their socially accepted beliefs and values to enable them to shift perspectives to a broader view.

An inherent part of the social world, culture is instilled and ingrained during the growing process and provides a cohesion of behaviors within a population (Maddux et al., 2010). Eisner (2003) explained, “traditions constitute the glue of culture” (p. 19) and Cronbach (1977) suggested the encouragements and constraints imposed by our particular cultures and societal pressures shape our interests, mental development, and character. Hofstede (2011) suggested culture is always a collective phenomenon stating, “culture is the collective programming of the mind that distinguishes the members of one group or category of people from others” (p. 3). Individual beliefs are personal and act as powerful filters through which we see and identify ourselves and other people in the world. Although cultural knowledge can benefit safety and survival of the individual in society it can also create unrecognized biases (Nelson & Guerra, 2014). The goal of trying to understand another culture must be balanced with the contrast in one’s native culture (Camic et al., 2003).

Summary

For students, the benefits of study abroad are well known but little is known about the effects for faculty who lead the programs. Relatively little is understood about the personal experiences and perceived meaningful knowledge gained by community college faculty who lead short-term study abroad programs. The experiential learning of these faculty as adult learners corresponds to potentially impactful implications in efforts to internationalize the curriculum.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to introduce the research method for this qualitative IPA study of the personal learning experiences of community college faculty who lead short-term study abroad programs. IPA is a subcategory of phenomenological research particularly well suited to use when the goal is to understand the feelings, perceptions, and lived experiences of individuals and the social meanings that these experiences raise for the individual (Guest et al., 2013; Smith et al., 2009). Given the scant research on the personal learning experiences of faculty who lead study abroad programs, an IPA approach allowed for a deeper understanding of personal faculty experiences and will help strengthen the knowledge base for any subsequent modifications in practical field and pedagogical practices (Reid et al., 2005; Smith et al., 2009). This chapter also provides information about the participant selection, research questions and design, including the methods and procedures used for data collection and data analysis.

Purpose of Study

The purpose of this qualitative, IPA study was to explore the personal learning experiences of community college faculty who lead short-term study abroad programs. Short-term study abroad is the fastest growing type of study abroad (IIE, 2019) and at the community college level, teaching faculty typically plan and lead these programs. The positive effects of study abroad for students are well known but little is known about the effects on the faculty that lead these programs (Ferrari & Fine, 2016; Raby et al., 2014) revealing a gap in the literature in this area. Through phenomenological research methods of in-depth interviews, the perceived personal effects of leading a study abroad program are described with an emphasis on individual knowledge relating to personal and professional development of intercultural competencies.

The rich descriptions offered by the in-depth interviews will be beneficial for future study abroad leaders and will help provide a baseline of data to aid researchers in this area. Also, the insights gained will help administrators understand the personal learning experience of faculty leaders and any subsequent modifications in experiential field and classroom pedagogical practices. The role of faculty in internationalizing the classroom and consequently providing a more culturally equitable learning environment is vital to the success and future of all students. This study provides information to further the knowledge of the personal meaning and identity formation for community college faculty study abroad leaders and in turn how these meaningful learning experiences relate to classroom internationalization efforts.

Research Questions

According to Moustakas (1994), the research questions in phenomenological studies grow from "an intense interest in a particular problem or topic" (p. 104). My personal history of leading study abroad programs at the community college level has guided and formed the research questions with the goal of revealing the essence and meaning of the experience for leaders of short-term study abroad programs. The purpose of this study is to investigate the personal impact of leading study abroad programs for the community college faculty who lead them. To guide this study, I focused on the following research questions:

1. How do community college faculty describe personally meaningful forms of learning including social and cultural learning, if any, from leading a study abroad program?
2. How do community college faculty describe how they apply what they have learned in their non-study abroad courses?

Research Design

To conduct this study, I followed a qualitative IPA approach to gather an in-depth understanding of the perceived learning experiences of community college faculty study abroad leaders. Beck (2021) cautioned to prevent "method slurring" (p. 2), it is important for the researcher to clearly explain the particular methodology used. Vagle (2018) confirmed that choice of methodology to use in qualitative studies should be directly related to the research questions (Vagle, 2018). Lack of a complete methodology description has led to qualitative studies that lack methodological rigor (Beck, 2021; Camic et al., 2003).

Hays and Singh (2012) recommend phenomenology as a useful research technique in educational settings as the data are based on the practical learning experiences of participants which in turn can create a more effective learning environment for students. Creswell and Poth (2018) describe the process of phenomenological research as that which focuses on the meaning of the experience for participants. With a goal of understanding the clear meaning of the lived experience, phenomenology lays the groundwork for future research (Dukes, 1984).

Due to the gap in foundational knowledge in this area, other research methods not intended to gather rich, detailed personal accounts of lived experiences related to leading study abroad programs were not chosen for this study. Other qualitative methods such as grounded theory, which is often used to make recommendations for program and policy changes (Guest et al., 2013), or case studies which typically seek to learn about a certain group, organization, program, project, or event (Stake, 1995; Yin, 2018) were not appropriate for this study.

Rather than using a case study method which researches a particular case, location, or group of people participating in a specific program (Stake, 1995; Yin, 2018), the use of phenomenological research methods offers a deeper understanding of the personal experiences

for the individuals who have led study abroad programs. Grounded theory is a qualitative research method in which the goal of the researcher is to generate a theory that is "grounded" in the participants experiences (Creswell & Poth, 2018; Wertz, 2011). A grounded theory study also deals with a conceptual basis and requires a larger sample size, while IPA offers a more detailed analysis of a small number of participants with an "emphasis on the convergence and divergence between participants" (Smith et al., 2009, p. 202).

Sokolowski (2000) contrasted phenomenology with other research methods by asserting phenomenology does not have a partial view of the whole picture and clarifies these "partial sciences" (p. 209) by illuminating and bringing out what is absent in other qualitative methods. Van Manen (2014) describes the question that phenomenology asks as, "what is that experience like?" and "what is the phenomenological meaning of that experience?" (p. 35).

Qualitative phenomenological research provides rich descriptions of lived experiences to deliver a deep understanding of the essence of that experience as related by the individual participants (Creswell & Poth, 2018; Hays & Singh, 2012). Phenomenological research involves an investigation based on psychological and philosophical disciplines and is a method of research used to describe human experiences in real-life situations and how they make meaning of their experience (Hays & Singh, 2012). A qualitative method such as phenomenological research is especially useful when the issue under study is complex and has multidimensional layers (Camic et al., 2003; Hays & Singh, 2012; Moustakas, 1994).

By selecting a phenomenological research approach, I was able to explore any essential constituents of the participants' description of their experience (Camic et al., 2003) as well as any shift in knowledge perceptions and social construct perspectives (Leedy & Ormrod, 2016) of the faculty and how they potentially related any such changes to intercultural competencies in the

classroom (Bista, 2016). The rich data collected from individual interviews offered insight for future research into formation of best practices for professional development opportunities for faculty involvement in experiential, high-impact learning practices which can lead to enhanced classroom efforts in social equity through intercultural competence (Bista, 2016; He et al., 2017; Niehaus & Williams, 2016; Sandgren et al., 1999).

Sokolowski (2000) defines phenomenology as the "study of human experience and of the ways things present themselves to us in and through such experience" (p. 2). According to Vagle (2018), phenomenology is concerned with studying "how people are connected meaningfully with the things of the world" (p. 28). Vagle also asserted the importance of the researcher to remain open and be present in the moment and practice creativity with the craft. Camic et al. (2003) asserted the skill required for good qualitative research is "akin to that of an artist" (p. 10) and includes the researcher's ability to interpret nuances of the participants dialogue and give voice and clarity to the complete narrative to achieve "balance and coherence of the whole image" (p. 11).

Research Description

Phenomenological Method

To guide this study an IPA method was used to provide an understanding of the perceptions and lived experiences of six female and four male community college faculty study abroad leaders. All participants identified as Caucasian, and U.S. born. As the faculty reflected on their experiences the descriptions of their perceptions offered answers to fit the intention of the research questions which yielded descriptive data (Taylor et al., 2016).

Phenomenology was founded by Husserl as a philosophical method of inquiry (Husserl, 1931/2017). Husserl's methodology was later modified by Heidegger, and both have remained as

foundational to this qualitative methodology. These two main categories of phenomenological research, Husserl's transcendental phenomenology and Heidegger's hermeneutic phenomenology use different methods of data analysis. Husserl's transcendental or descriptive phenomenology is based on the suspension of judgments and setting aside of biases by the researcher. This suspension or bracketing of the researcher's presuppositions is termed *epoché* and requires vigilance on the part of the researcher to set aside explanations as to what was experienced (Wertz, 2011). Formulated in 1906 by Husserl (Beyer, 2018; Husserl, 1931/2017), the concept of epoché or bracketing means "suspension of judgment" and its use is thought to allow the researcher an opportunity to examine phenomena in their original form. Branching from Husserl's transcendental phenomenology, Heidegger felt there was no way to separate the experiences or biases of the researcher from the participant which led to the development of hermeneutic or interpretive phenomenology. Heidegger recognized the pre-understandings of the researcher and sought to make personal biases explicit (Peoples, 2021).

According to van Manen (2016), the lived experience of the participant can be considered the "starting point and the end point" (p. 57) of phenomenological research. The challenge of the researcher using phenomenology is to attempt to see things from the point of view of the participants (Taylor et al., 2016). Following the philosophical thoughts of Heidegger (2011) who struggled with the concept of time and awareness, van Manen (2016) suggested that our experiences are shaped by the words used to describe them. The knowledge that is derived as a result of lived experiences is an element of human adaptability in society (Gomez-Lanier, 2017).

The goal of phenomenology is to transform the perception of lived experiences into tangible text in such a way that the reader is made aware of the meaningful reflections of the perspectives of the participant (van Manen, 2016). Husserl (1931/2017) proposed the importance

of the perception of an individual as being paramount to how the individual views and interprets reality, “all physical knowledge serves accordingly, and in the reverse sense, as an indicator of the course of possible experiences with the sensory things found in them and the occurrences in which they figure” (p. 129). Husserl (1965) further contended that “phenomenology is the ‘science of science’ since it alone investigates that which all other sciences simply take for granted (or ignore), the very essence of their own objects” (p. 23). Merleau-Ponty (2012) suggested that perception opens a window into appearances stating, “all knowledge is established within the horizons opened up by perception” (p. 215) and Moustakas (1994) concurred stating, “in phenomenology, perception is regarded as the primary source of knowledge, the source that cannot be doubted” (p. 52). Building on the interpretative aspect of hermeneutics, Smith (1996) developed interpretative phenomenological analysis which stems from the discipline of psychology (Beck, 2021). In this study, I relied on an IPA as the framework for research purposes which will be discussed next.

Interpretative Phenomenological Analysis (IPA)

First formulated by Smith in the mid-1990s (Eatough & Smith, 2017; Smith, 1996), IPA was quickly found to be a useful tool for psychological research in the field in health. In the past 15 to 20 years, IPA has gained widespread popularity and momentum as a valid approach to qualitative, experiential research and its use has expanded to broader fields including social sciences, education, humanities, and organizational studies (Larkin et al., 2006; Pringle et al., 2011; Smith et al., 2022). Using semi-structured questions and follow up prompts, participants engage in remembering and recollecting their thoughts and feelings that comprised their experiences. It is during the analysis stage that the researcher then makes meaning of the participants meaning making as related during the interviews.

IPA follows Heidegger's hermeneutic phenomenology and theories of interpretation rather than Husserl's theory of description as it is concerned with meaning and sense making of the participants (Padgett, 2017; Peat et al., 2019). As in phenomenology, IPA researchers seek insight into the lived experience or participants but add the step of investigating how participants make sense of lived social phenomena.

With its methodical and idiographic yet flexible analysis on a participant level (Smith et al., 2009), IPA allows the emergence of this transition in meaningful learning as participants reflect and how they make sense of events that occurred. IPA stands out as a research method especially well-suited for understanding the participants' lived experience in addition to how they make sense of those experiences (Peoples, 2021) and is particularly useful for providing a methodology for phenomena that are under researched, emerging, or complex in nature (Peat et al., 2019; Pringle et al., 2011). Using IPA to focus on the social and cultural world as central to learning and meaning making and to feature individual interpretations of significant life experiences make it particularly well suited to explore the implications of leading a study abroad program (Larkin et al., 2006).

IPA researchers acknowledge that to interpret and make sense of the participant's experiences, the experiences, values, and pre-understandings of the researcher are important factors in the process (Smith & Osborn, 2015). Smith and Osborn (2015) refer to this process as a 'double hermeneutic' as "participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world" (p. 26). It is this aspect of interpretation in IPA that leads to an understanding rather than description of the phenomenon.

Multimodal Research Methods

A multimodal approach adds a second mode of data collection along with the verbal interview process which includes non-verbal meanings and is especially useful to prompt the memory and reflection of a participant's lived experience. Adding visual research methods to an existing verbal method provided an important prompt and memory aid for participants to reflect on their experiences (Pain, 2012). This was especially helpful as the interview data collection took place during the Covid-19 pandemic and details of leading a study abroad program may not have been fresh in the memories of the participants.

Visual Imagery / Photo Elicitation

As a prompt to encourage reflection on their study abroad program, I asked participants to share at least one to five photos or other artifacts that symbolized their personal experience while leading a study abroad program. This added another dimension to the scaffolding of the data base and opened new avenues to explore the lived experiences of the participants. Use of visual methods of research is a relatively new approach to understanding lived experiences of participants (Pauwels, 2011). According to Glaw et al. (2017) visual methods such as photos "enhance the richness of data by discovering additional layers of meaning, adding validity and depth, and creating knowledge" (p. 1). Often referred to as 'photo elicitation', the use of photos within a research interview often elicits deeper information and richer views in addition to the use of text alone (Boden & Eatough, 2014; Harper, 2002; Pain, 2012; Rose, 2016). The addition of visual imagery provides stronger scaffolding to the verbal experience by offering a view that is "nonlinear, nonlinguistic, and directly intertwined with the *felt-sense* experience" (Boden & Eatough, 2014, p. 163). Photographs provided by the participants not only offered a starting point for discussion but also added multiple layers and enriched depth to the study (Bartoli, 2020).

According to Pink (2011), visual images involve multisensory networks and are experienced within the viewer's mindset. Pink asserts that vision is a "culturally constructed category, as are sound, smell, taste, and touch" (p. 603) and is perceived with multiple senses. Pink further notes the usefulness of photographs to help the researcher develop an understanding of the experiences a participant relays as another means to add depth when learning about their lived experiences.

The use of photos can prompt memories, thoughts, feelings, and emotions which were experienced by the participant (Reavey, 2020). Gillies et al. (2005) noted the emotional responses to visual data included considerable passion when participants communicated about meaning representation when viewing a painting. They also described how the use of visual images played a part in identity construction as photos "provide insights into cultural subjectivities and practices that cannot be easily translated into formal/verbal language" (p. 201).

One of the first to use photography to support social science research, Collier (1957) used photography with participants to engage and uncover past memories and stimulate emotional statements. Collier used photographs as an interview aid but stated their use may impede the interview and "should be used judiciously to control the drift of thought, to stimulate memory, or to recover some precise fact" (p 858). For Collier, the use of photographs was especially helpful to direct the participant focus attention on latent or forgotten memories.

Howarth and Kessi (2020) used photographs to explore identity in participants. Burton et al. (2017) combined the use of photographs with IPA to "enhance self-reflection and promote hermeneutic sense making" (p. 375). Morrey et al. (2022) also combined photography and interviews in a multimodal IPA study and asserted that incorporated with IPA analysis, photographs can open new significance and insight from the participants' lived experience.

Kirkham et al. (2015) suggest the use of visual methodologies along with IPA represents a "triple hermeneutic" (p. 400) in which the participant verbally makes sense of their experience within the interview, then the participant engages with the visual picture to makes sense of the meaning for that choice, and finally the researcher makes sense of the sensemaking of the participant's descriptions. In this study, the use of photographs and artifacts provided participants an opportunity to reflect and share the highlights of their programs, thereby assisting in the development of the emerging understanding and sensemaking of their personal experiences.

Setting or Context

The data collection occurred during late fall of 2020 and early spring of 2021. The participants were selected from community colleges across the United States and identified via an internet search and snowball sampling. Since this research was being conducted during the Covid-19 pandemic, the setting was at a location safe and convenient for each participant via Zoom or telephone.

Participants and Sample Size

The participants were selected using purposeful, criterion sampling (Hays & Singh, 2012; Leedy & Ormrod, 2016) which enabled me to gather information from participants who have experiential knowledge regarding leading short-term community college study abroad programs. By using purposeful sampling, a pool of participants that were able to provide rich information about their study abroad experiences provided data that is not available through random sampling (Bloomberg & Volpe, 2019). To provide a diversity of participant perspectives, I sought out participants to increase diverse parameters including destination of study abroad program, discipline/department, program type, and participant age and gender.

To afford a representative cross-section of data, three major criteria for participant selection in this study included:

1. Must have been teaching faculty at community college while leading the study abroad program(s).
2. Must have led or co-led at least one short-term study abroad program at the community college level.
3. Previous time spent at the program destination should be limited to a similar amount of time as would be expected for an introduction to the destination or a similar amount of time as the program(s), which for a short-term study abroad should be under 8 weeks.

For a professional level IPA study, Smith et al. (2022) recommend a small sample size of between six and ten (p. 46) total interviews thus limiting the number of participants and the number of planned interviews. The goal of IPA is to provide sufficient cases for the development of a detailed, in-depth account of the individual participant's experience. Although smaller participant numbers may be a limitation, Smith et al. (2022) contend the smaller sample size allows for a richer depth of analysis that might be inhibited with a larger sample number.

Data Collection Procedures

To select faculty who meet the study criteria, I employed an internet search of community college websites across the country to identify advertised study abroad programs which is typical of large institutions but not smaller ones. For smaller institutions, study abroad programs are often not publicly advertised and for these I relied on a snowball approach to find eligible participants. To identify participants who met the inclusion criteria I used interpersonal referrals and connections within the population of community college faculty who share

characteristics that aligned with the research protocols (Creswell & Poth, 2018; Hays & Singh, 2012).

To ensure individual variation in data collection without generalization, participants for the study were comprised of 10 community college faculty who had led or co-led at least one short-term study abroad program (Dukes, 1984; Guest et al., 2013). Two of the 18 individuals that were contacted did not meet the qualifications of being a faculty member (rather than administrator) at the time of the study abroad program and another had not led a program at the community college level. Five potential participants did not respond to the invitation or were not able to participate. Efforts were made to recruit participants from various teaching specialties including STEM and humanities. Of the 10 participants who agreed to be involved in the study all were community college faculty who had led or co-led study abroad programs in the past 10 years. The six female and four male participants were all born in the U.S. All participants identified themselves as Caucasian.

After participants were identified, I contacted them via email to let them know about the details of the study with an invitation to participate in the study (see Appendix C). I also informed them that participation in this study was voluntary, and no monetary or other incentives were offered. Potential candidates were asked to complete a brief demographic survey using Google forms (see Appendix D) via an email invitation which ascertained the criteria for inclusion in the study and other background information. It also included my contact information in case they had any questions about the study. The presurvey queried participants to learn if they had led study abroad programs or if they had any other experience traveling abroad. The survey was also used to determine teaching position, college affiliation, and other personal demographics. The participants were also asked to provide at least one to five photos of an image

or artifact from their study abroad program which represented personal meaning for themselves. Participants who met the study criteria were invited to participate in the study and asked to sign an informed consent form (see Appendix E) via email that stated the purpose of the research, the procedures, any risks, and contact information. The form also covered confidentiality and let the participant know that they could withdraw from the study at any time. They were also informed that the interviews would be recorded and transcribed without identifying information of the participant. I then scheduled times for either two 45-minute interviews or one 90-minute interview via Zoom or telephone at the convenience of the participant. For the two-session interview choice, the second interview was scheduled within a timeframe of three to seven days as convenient for the participant. Follow up interviews were requested for further clarification and information as needed.

For research into sociocultural practices including education, the interview is one of the most common research methods to produce information in the human and social sciences (Brinkmann, 2018). According to Brinkmann and Kvale (2018), the goal of an interview is to obtain a description of the lived experience of the participant from their perspective and in their own words. Taylor et al. (2016) asserted the interview process in qualitative research is dynamic and open-ended with a goal of providing enough flexibility to allow participants the time and freedom to express their individual experiences with the phenomenon in their own words. Rubin and Rubin (2012) recommend a responsive interview design which encourages the researcher to adapt to new information and change directions to gain greater depth for unanticipated insights. A responsive interview process allows for the flexibility and adaptability needed for complex dialogue and to engage rich and meaningful answers.

Before the participant interviews, I conducted a pilot interview to refine the interview questions and to ensure that they were clear, understandable, and viable (Billups, 2021; Creswell & Poth, 2018). The 90-minute pilot interview included all the questions from both the first and second set of interview questions which aided in determining pacing of the interviews. The pilot interview faculty mirrored the qualification of the actual participants in study abroad experience, but their answers were not included in the final data. After the interview, I asked the pilot participant for feedback on the questions and any insight into areas that needed improvement. Based on the information gained from the pilot interview, I slightly revised the protocol questions to better reflect the research questions. The pilot interview was conducted and recorded using Zoom with a backup audio recording and served as a test for the recording process.

Using Smith et al. (2009) as a guide for the interview process, participants were given the option of being interviewed two separate times or one longer time. The total time commitment for each participant was approximately 90 minutes in length (Seidman, 2013) with 45 minutes allotted for each of the two session interviews and 90 minutes for the single interview. If the participant chose one 90-minute interview, the questions from the two sessions were combined. The two session interviews were spaced at least three days to one week apart (Seidman, 2013) as convenient for the participant, to allow for participant reflection on the experience. Subsequent interviews were scheduled as needed. The average total interview time for each participant was over 120 minutes providing over 20 hours of interview time and producing over 263 single-spaced transcribed pages.

The first interview questions explored the participant's experience in teaching and history with leading study abroad programs as well as a general description of the program to provide background information. It also delved into the photos/artifacts that were provided by the

participant and why these were chosen (Rose, 2016). According to Rose (2016), visual images can relate to the participant's way of looking at social and culture conditions. The first interview questions provided an opportunity for each participant to recall details of their program and provide an opportunity for reflection on their experience. The second set of interview questions provided details of the lived experience during and after the program.

According to van Manen (2014) the significance of experiences may not be realized until later and it is subsequent expressions and mental concepts that give shape and meaning to those lived experiences. Van Manen (2016) expounded on the significance of the importance of retrospection as phenomenology is based on past experiences of the individual. Reflection on the experiences provided a better understanding of and significance of the lived experience in a fuller or deeper manner.

The interview questions were semi-structured and open-ended to allow for in-depth responses. Smith et al. (2009) recommend questions that lead to an in-depth interview including those which are descriptive, narrative, evaluative, or comparative. Questions that should be avoided are ones that are leading, manipulative, over-empathetic, or closed. The goal of the interview questioning is to "allow the participant to tell you what it is like to live in their personal world" (Smith et al., 2009, p. 61). The questions were designed into three categories using the main questions first, followed by follow-up questions if needed or prompts and probing questions (Brinkmann & Kvale, 2015; Rubin & Rubin, 2012; Smith et al., 2009). To provide scaffolding for the interview, the main questions began the discussion to allow the participant to provide a description of the main tenets of the research questions. Follow-up questions were used to delve deeper into the concepts offered by the participants to provide meaning into how the participant understood their lived experience. According to Rubin and Rubin (2012), "concepts

are the cultural lenses through which your interviewees view the world" (p. 117) and are worded to reflect prior answers. Probing questions were used to ask for elaboration or clarification and to keep the interview on target and were worded simply to pursue details of the answers.

The goal of phenomenological interviews is to explore in-depth, rich information to allow readers to see the experiences of the participants in new and deeper ways. I made an attempt to remain flexible during the interviews to build rapport with the participant and for the interview process to be a flowing discussion and allow the participant to speak and be heard. Before the interview process, I supplied the participants with the main research questions to help them recall their program and to help focus their answers on the parameters of the study. To help establish rapport, I began the interviews by telling the participants that I was interested in hearing about their experiences and there were no right or wrong answers (Smith et al., 2009). I also let them know in the actual report, I would assign them a pseudonym to protect their identity. I made an attempt to focus attention on the words of the participants and use caution to not insert any of my own preexisting thoughts or ideas as bracketing is necessary to be able to allow the lived experience of the participant to be heard. This also helped me to be conscious of any unpredictable answers from the interview and to help direct the participant to describe any thoughts, feelings, and motivations that inspired their answers. Using the video capability of Zoom when acceptable by the participant, I also monitored the participant as much as possible to detect any non-verbal expressions or behaviors and steer the conversation around sensitive or potentially uncomfortable issues to remain ethically responsible toward the participant. Following each interview, I provided each participant with a copy of the interview transcription and asked them to confirm the accuracy of the interview (Billups, 2021).

Interview Protocol

The interview protocol (see Appendix A) included the following procedures. Participant interviews were conducted via Zoom videoconferencing for nine of the participants and by phone for one participant. The purpose of the study was explained, and any clarifying answers were provided. Each participant was asked for background information about their faculty position, as well as the number and date(s) of study abroad programs led, and to which country or countries. Participation in the study was optional and participants were told that they may stop the interview at any time. Interview questions were semi-structured to allow participants the freedom to discuss in-depth details of their experience. The 12 main interview questions were open ended with follow up questions used as needed to discover the richest most meaningful answers possible.

Data Analysis

From the transcribed interviews, thick, descriptive summaries were written from the perceptions of the participants to establish patterns derived from the interview data (Creswell & Poth, 2018). Data collection from the 10 participants were coded and developed into comprehensive themes (Creswell & Poth, 2018; Saldaña, 2021).

Although Hays and Singh (2012) recommend a constant comparison of data throughout a study to identify similarities and variation among the data until saturation is reached, Smith et al., (2009) recommend fully completing analysis of one interview before moving to the next. The initial noting or coding examined the words of the participants with the goal of discovering emergent themes. Tables were generated to track the responses of the participants. Providing another contribution to quality and validity of the study, I kept a reflective journal to track progress, goals, and my personal reflections as they emerged and evolved (Creswell & Poth, 2018; Vicary et al., 2017).

After the interviews, the process of data analysis for phenomenology follows steps to provide a pathway for the study. Typical steps in phenomenological data research have been complied and generalized by Peoples (2021) as follows:

1. Read the entire transcript and take out unnecessary language.
2. Generate preliminary meaning units.
3. Generate final meaning units for each interview/survey question.
4. Synthesize final meaning units into situated narratives under each interview/survey question.
5. Synthesize situated narratives into general narratives, integrating all major themes of participants.
6. Generate general description (p. 59).

Although these steps as amalgamated by Peoples (2021) are representative of several phenomenological methods, they most closely follow those of Giorgi (2009) who along with Smith et al. (2009) sought to move phenomenological studies into an approach that would better operationalize the methodology (Pringle et al., 2011).

As recommended by Smith and Nizza (2022), the interviews were transcribed by hand by the researcher. I made use of dictation programs in Microsoft Office and in Zoom when applicable. The resultant transcript wording was carefully checked for accuracy. Two small digital voice recorders were also used as a backup for the Zoom recording and in the case of telephone interviews they were the primary source of voice recording. Following transcription of the recorded interviews, I used the steps of analysis as suggested by Smith et al. (2009) which aim to uncover the meaning of a phenomenon as experienced by the participants through the

identification of essential themes. By using this method, it gave structure to the analysis to clarify the participants experiences.

As specific guidelines for data analysis, I used the heuristic framework and research steps as suggested by Smith et al. (2009). Smith et al. (2009) recommend six steps for IPA which enhance the generalized steps typically taken in data analysis. The emphasis on completely analyzing one interview before moving to the next is important in IPA. The steps as outlined are: (a) read and reread, (b) make initial notes including descriptive, linguistic, and conceptual comments, (c) develop emergent themes, (d) search for connections across emergent themes, (e) move to the next case, and (f) look for patterns across cases (pp. 79-107). The steps that I took with this study will be discussed next.

The first step after transcription of the taped interviews was to read the entire transcript (Smith et al., 2009). This initial step was important to get a sense of the entire story and overarching description. It was also helpful to listen to the audio-recording while rereading the transcript. According to Smith et al. (2009), this first reading should be done slowly and with the participant as the focus to get a general sense of the whole experience from the perspective of the participant. The process of writing notes as comments in the transcript margin was also started during this step and expounded upon with step two. Smith et al. (2009) also suggest that this would be an appropriate time to use the process of journaling to record any impressions or observations from the interview that may need to be bracketed. Active engagement of the data by careful and slow reading and rereading also helped me to view the data from the perspective of the participant.

The second step in data analysis in IPA involved a careful review of the language used in the interview and the descriptive, linguistic, and conceptual comments throughout the transcript

(Smith et al., 2009). Smith et al. suggest this 'initial noting' step delves into a close analysis of how the participant understands and thinks about issues that were discussed. Unlike breaking the script into 'meaning units' as Giorgi (2009) suggests, Smith et al. recommend a free textual style analysis during this stage to produce a "comprehensive and detailed set of notes and comments on the data" (p. 83). During this stage, I was aware of participant descriptions of important processes, values, and principles and what they meant to the participant. It was also important to begin making more interpretative notes about these observations.

During the second step, Smith et al. (2009) recommend three different types of exploratory commenting for deep data analysis (p. 83). Smith et al. are careful to mention that these three types of comments need not be followed inflexibly but are to be used as guidelines for the particular facets of the study. The first is descriptive commenting which focused on a description of the comments and looking for key words and phrases of the experiences to identify things that matter to the participant. The second type is linguistic comments which focused on the use of the specific words offered by the participant. The third type is conceptual comments which engaged a more conceptual level of analysis. This third level of comment making is more interpretative and often requires a "shift in your focus, towards the participant's overarching understanding of the matters" (p. 88). Smith et al. also mention that "conceptual annotation is often not about finding answers or pinning down understandings; it is about the opening up of a range of provisional meanings" (p. 89). Based on the influence of Heidegger and Merleau-Ponty this interpretative step separates IPA from the purely descriptive phenomenological methodology of Husserl (Peat et al., 2019). To help delineate the three types of comments, I used different colored highlights within the transcripts for this process. The

outcome of step three is to make the description shorter and more manageable to prepare for the fourth step which involves consolidation of the thought process of the participant.

Building on the work from step two, the third step in IPA data analysis is to develop the themes that emerge from the three layers of notes. The third step involved reducing the volume from the transcripts and notes into manageable chunks (Peat et al., 2019) and then identifying emergent themes through noting connections and patterns between the comprehensive notes from step two (Smith et al., 2009). While not losing the essence of the words expressed by the participant, the researcher rewrites the comments of the participant to generalize them into usable phrases that represent the phenomenological experience of the participant. This requires the researcher to make changes to the wording of the original transcription without changing the meaning that the participant was trying to convey. It was important for me to spend time with the data and look at it from various viewpoints to eventually arrive at the desired expression. According to Smith et al. in IPA data analysis, the voice of the researcher collaborates with that of the participant to create not only a description of the lived experiences of the participant but adds the interpretative efforts of the researcher to develop a useful narrative. These higher-level categories are intended to provide a richer, more complex view of the life experience of the participants (Peat et al., 2019).

Step four in IPA data analysis involves searching for connections across emergent themes (Smith et al., 2009). The goal with this step is to compile the themes into “super-ordinate” themes (p. 96). To uncover these emergent themes Smith et al. recommend tactics such as abstraction, subsumption, polarization, contextualization, numeration, and function (p. 96 – 98). Abstraction involves combining themes that are alike together, subsumption is assigning a superordinate title to a theme, polarization focuses on differences rather than sameness of

themes, contextualization identifies the connections between emergent themes, numeration is the frequency with which an emergent theme appears throughout the transcript, and function of like themes throughout the transcript that serve as meaning components (Beck, 2021; Smith et al., 2009). These tactics may be used as needed with the context of the particular study. Smith et al. also recommend that the researcher write the thought processes behind the decisions in a research journal to serve a commentary during the analysis process. For the transcripts, I made tables to sort repetitive concepts garnered from each participant. For the artifacts, I first coded the text from the transcript and then recoded the images of each artifact to function as a dual view into the meaning of each chosen artifact.

The fifth step was simply to move on to the next transcript and repeat the steps used for the first transcript. It is important to look at each subsequent transcript with an unbiased view therefore Smith et al. (2009) recommend that the researcher bracket the themes and ideas that emerged from the first transcript. Following steps one through four just as thoroughly as with the first transcript, helps with the bracketing process. Before moving on to the final steps, this process should be completed for all the transcripts (Peat et al., 2019).

For step six, I looked for patterns and connections across all the cases to determine any shared themes (Smith et al., 2009). Next, a table of master themes that illustrate the theme for each participant was constructed while making note of any idiosyncratic differences (Smith et al., 2009; Peat et al., 2019).

In the final stage, step seven, I advanced the interpretation to deeper levels by reviewing the shared themes to further extract the meaning of the experiences for the participants (Peat et al., 2019). After this final step was completed, the themes were used to form the basis for synthesizing a summary of the participant's lived experiences with a goal of uniting the major

themes into a cohesive general description (Peoples, 2021). Keeping in mind that the primary goal of using IPA is to "investigate how individuals make sense of their experiences" (Pietkiewicz & Smith, 2014, p. 8), the parts that have been extracted are put together into a cohesive whole.

One of the strong points of using IPA methodology is its capacity to make links between how the participants make sense of their lived experiences and theoretical frameworks associated with the phenomenon (Smith et al., 2009). By following the steps of IPA, and maintaining a transparent trail of evidence, the data driven interpretation was adopted (Peat et al., 2019).

Trustworthiness

Establishing trustworthiness is especially important in qualitative research as it helps to authenticate and legitimize the study (Creswell & Poth, 2018). Several strategies including reflexive journaling, peer debriefing, and member checking were utilized to increase trustworthiness for this study based on suggested practices.

As the data were collected, analysis occurred to allow for constant comparison between the data sets. As it is important to acknowledge and explain research bias, the process was bracketed throughout the data collection and analysis (Leedy & Ormrod, 2016; Moustakas, 1994). Specifically, I recognize that I have had many international experiences that have influenced my beliefs and practices regarding the personal impact from leading short-term study abroad programs. Phenomenological methods call for a suspension of judgment of the interview content to ensure unbiased description. According to Merleau-Ponty (2012), the goal of this method is to describe the essence of the phenomena rather than to explain or analyze it. According to Giorgi (2009), the researcher must regard the interview answers from the perspective of the experience of the participant regardless of the actual experience itself. Giorgi

(2009) stated that it is important for the researcher to neither add to nor subtract from the given perceptions of the participant with a goal of determining the essence of the phenomenon and describing it as accurately as possible.

To increase reliability, I recognize it was important for me to practice bracketing and also put aside common interactional and conversational habits during the interviews. In phenomenological interviews, the attitude of the researcher might influence the reactions to the answers from the participants and the need for objective awareness is important to avoid biasing the replies (Rubin & Rubin, 2012). Silence or conversational lags during the interview process were used to prompt an opportunity to ask a new question rather than add my own perspectives on the matters under discussion (Smith et al., 2009).

Member Checking

To help validate research technique, member checking was used by asking the participants to verify the accuracy of the transcripts (Hays & Singh, 2012; Peoples, 2021). The transcriptions of individual interviews were provided to participants to check for accuracy and provide any feedback (Billups, 2021). Corrections were made as offered by the participants.

Reflexive Journaling

Williams and Morrow (2009) suggested that trustworthiness in qualitative research relies on three parameters “integrity of the data, balance between reflexivity and subjectivity, and clear communication of findings” (p. 577). Bias can result from the perceptions of the researcher’s presuppositions and what he or she is interested in finding (Eisner, 2003). As a study abroad leader, my personal familiarity with the experiences of leading study abroad programs could have potentially impacted the data collection process as well as the analysis (Berger, 2015). To help demonstrate the validity of the data analysis process and to aid in transparency, I kept a

reflexive journal during the conducting and analyzation process of my research. Reflexive journaling or ‘memoing’ (Creswell & Poth, 2018), is used to increase reliability and allow the researcher to identify and address research bias as well as document personal thought processes as the research progresses. The process of reflexive journaling helped reveal any thoughts, attitudes, and feelings that may have influenced the decision-making process throughout the study. By tracking decisions, the researcher can help aid in transparency and illuminate when any bias may influence the interpretation process (Ortlipp, 2008). This method was useful to help reveal any prior assumptions or beliefs that could affect the research process which are derived from my previous experiences with international travel and study abroad.

Journaling is helpful in phenomenological studies to identify biases by writing them down before the study begins in order to know what to bracket or suspend before approaching the data (Peoples, 2021). During data analysis, nothing should be taken for granted and this initial step helped me to view the phenomenon more objectively. The act of keeping a journal on the research development provided a frame for reflection on the processes and any changes of understandings during the study (Brinkmann & Kvale, 2018).

As Lincoln and Guba (1982) suggested and as Janesick (1999) and Mitchell et al. (2018) reinforced, reflexive practice can be an important part of the research process as it offers an opportunity for the researcher to recognize inherent biases and assumptions that might otherwise compromise the results. Berger (2015) suggested reflexivity helps clarify the stance of the researcher in relation to the participants and creates a transparent written trail of any decisions, reasonings, judgments, or reactions. Dodgson (2019) referred to reflexivity as the “gold standard for determining trustworthiness” (p. 220) and its use helps ensure rigor and quality of the research process. Engagement of and continuous examination and explanation of how the

researcher influences a research project can focus the results on the participants' meaning regarding their lived experiences rather than those of the researcher.

After each interview, I took time to reflect on my communication and interaction with the participant and record my thoughts in the reflexive journal. Smith et al. (2009), recommended that IPA researchers record first impressions and recollections of the interview experience to help "reduce the level of 'noise' by recording it" (p. 82) which helped ensure the focus of analysis was on the participant and not my own preconceived thoughts and ideas. Lincoln and Guba (1982, 1985) considered reflexive journals as an important part of the qualitative research methodology to improve the trustworthiness and transparency of the research stages. This process can help a researcher consider their own emotions and the roles they play in interpretation and become aware of biases that may impact the research process (Orange, 2016). Following guidelines offered by Lincoln and Guba (1982) my journal included a log of: (a) evolving perceptions, (b) daily procedures, (c) methodological decision points, (d) daily personal introspections, and (e) developing insights (p. 12–13). Billups (2021) explained reflexivity is a self-knowledge strategy to help the researcher understand their role in the study and Vicary et al. (2017) note its use in IPA research to aid in bracketing. I began the journal before the first interview through the end analysis process.

In my working research journal, I noted my frustration with the faculty emphasis on the student experience, but I finally realized that the student experience was an important facet of the faculty experience. On February 13, 2022, I wrote:

> I kept getting frustrated about the singlemindedness of the faculty as they concentrate on their students' experience rather than their own experience. But then I realized that I have

to understand that this concentration on the student experience is actually a huge part of the faculty experience.

With this insight, I redoubled my efforts to consciously concentrate on remaining unbiased to avoid assuming the information I was analyzing was what I simply expected or wanted to hear. Camic et al. (2003) reminded researchers about being careful to avoid bias by remaining aware of the nuances and tones of participant statements. To avoid the assumption that keeping a reflexive journal is enough to avoid bias, Hays and Singh (2018) encourage use of peer debriefing to aid in a trustworthy analysis.

Peer Debriefing

To establish confirmability, a team of two community college colleagues who are trained in the field of qualitative research were asked to verify themes generated by me after initial coding (Lincoln & Guba, 1985; Roberts & Hyatt, 2019). The peer debriefers were chosen from trusted community college colleagues who have training and experience in qualitative research methods at the graduate level (Spall, 1998; Spillett, 2003). The goal for this team was to ensure that the interpretations and themes that I had produced were credible (Smith et al., 2009) as well as confirm convergence between data and phenomena (Billups, 2021).

Peer debriefing involves input from knowledgeable colleagues as consultants to compare conclusions, emerging themes, and competing interpretations (Billups, 2021). According to Spillett (2003), peer debriefers provide feedback concerning the "accuracy and completeness of the researcher's data collection and data analysis procedures" (p. 1). Hays and Singh (2012) contended the main purpose of enlisting peer debriefers is to "understand the influence of the researcher on a study" (p. 152). The peer debriefers role is to help the researcher recognize personal values and perspectives that may bias the interpretation of the data (Creswell & Poth,

2018; Spall, 1998). Lincoln and Guba (1985) suggested that peer debriefing can add strength and credibility to qualitative research studies and aid in triangulation of methods. They further contend use of peer debriefing as an external check that adds trustworthiness to the research process.

For this study, the peer debriefers were asked to not only review the themes but also construct themes from at least three of the 10 transcripts to aid as an external check on my analysis process. I met with the peer debriefers via Zoom or in person to discuss the results. To help verify the data analysis, the team offered their evaluations with me to compare analysis of the same content. I asked them to review my findings and preliminary analysis to assess whether the findings reflect what was expressed by the participants. This method helped ensure the trustworthiness of the themes rather than a reflection of my biases.

Ethical Considerations

To ensure ethical research, the use of an informed consent agreement was required from participants. The informed consent was required for selection for this research. Potential participants were informed of the voluntary nature of participation as well as the purpose and procedures of the research. They were also informed of any potential risks or benefits, and the procedures used to protect confidentiality (Groenewald, 2004). Before the study began, Institutional Review Board approval was obtained.

Potential Risks and Benefits for Subjects

As with any research, there is some possibility that participants may be subject to risks that had not yet been identified. Depending on individual experiences, some participants may experience some psychological discomfort as they recall past experiences in reflecting on questions asked in the interview. Every effort was made to protect the confidentiality of the

participants by substituting the participants names with pseudonyms. Also, the names of the colleges where they work were generalized by regions of the country rather than particular states. There were no direct benefits for participant participation in the study.

Limitations

Limitations of this study include issues related to retrospective reflection from previous study abroad programs and the extended timeframe from the programs. Retrospective accounts of cognitive or personal changes may be unreliable when participants must rely on recall of distant events (Buontempo & Brockner, 2008). However, the purpose of this study was not to objectively measure a change in knowledge; rather it aimed to explore perceived sensemaking through the lens of this group of field experienced faculty leaders.

A typical limitation of qualitative research is the reliance on a small number of participant samples inhibiting greater numbers for comparison analysis. However, smaller samples offer the researcher greater opportunities for in-depth exploration (Creswell & Poth, 2018). Small sample sizes are a hallmark of IPA studies, which use smaller sample sizes within a representative participant population. For doctoral research Smith et al. (2022), recommend between six and 10 participants to provide in-depth interviews. The sample participants in this study represented a range of teaching disciplines, number of study abroad programs led, and size of community college representing differences in administrative support (see Appendix F). These variables could be considered a limitation, as homogenous samples are preferable in IPA research (Smith et al., 2009). In addition, the study abroad backgrounds and international travel experience of the participants were not a factor in choosing the participants which could result in variances in sensemaking experiences after leading a program.

Limitations of this study also include the availability of the number and qualifications of appropriate participants during the time period of the research during the Covid-19 pandemic. I made an effort to include both male and female participants from a variety of institutions and disciplines. All participants identified as Caucasian and were born in the United States which may not be representative of minority or international faculty who lead study abroad programs.

Of the 10 participants, only one was previously known to me as a distant acquaintance. I took necessary precautions to anonymize the data collected to aid confidentiality. To reduce researcher bias, phenomenological bracketing techniques were used, but inherent in research is the human nature of preconceived ideas (Creswell & Poth, 2018; Smith et al., 2009).

Summary

This chapter provided an overview of the methodology for this IPA study. The purpose of this study was to explore the perceived learning experiences for 10 community college faculty who lead short-term study abroad programs. This study was informed through IPA's three key paradigms: phenomenology, hermeneutics, and idiography (Smith et al., 2009). The use of IPA methodology in education is relatively recent but is proving to be a useful and important tool in qualitative research. The components of the research methodology included a pilot interview, a participant demographic survey, 120 average minutes of interview time for each participant, member checking, an artifact/photo elicitation component, a researcher reflective journal, and a team of peer debriefers to provide credibility for themes.

The research questions that guided the study, along with the project design were outlined. The selection process for the 10 faculty participants included purposeful sampling and was based on criteria of community college faculty who have led or co-led at led at least one short-term study abroad program. Data collection came from faculty interviews and any visual methodology

provided from the artifacts that helped elucidate the impact of personal and professional development gained by leading study abroad programs. Data analysis resulted in production of coded themes that provided a description of the lived experience of the participants. The limitations of the study included the researcher's biases and preconceived interpretations, as well as the qualitative process itself. McGrath and Johnson (2003) assert the concept of trustworthiness includes consistency and neutrality of the information which are important for the trustworthiness of the study. Strategies for maximizing trustworthiness included member checking, peer debriefing, and reflexive journaling. Transcripts from the interviews were shared with the participants to request verification and reflection. The following two chapters provide information about the findings of this IPA study and implications for practice.

CHAPTER IV

FINDINGS

The purpose of this study was to explore the meaningful social and cultural learning experiences of 10 community college faculty who lead short-term study abroad programs and how they made sense of their experiences. Community college faculty engaged in leading short-term study abroad programs often encounter personal and professional challenges in their attempt to provide high impact learning experiences for their students (Malveaux, 2016; McCallon & Holmes, 2010; Mullens & Cuper, 2012). These unique challenges provide an opportunity for the faculty to reflect upon and respond to their experiences. Using a multimodal research approach with Interpretative Phenomenological Analysis (IPA) and visual research analysis, I focused on how the participants made sense of these experiences, and how they made use of any newly gained knowledge to integrate any modifications into their teaching practices.

Two research questions guided this study. The first was: How do community college faculty describe personally meaningful forms of learning including social and cultural learning, if any, from leading a study abroad program? The second research question was: How do community college faculty describe how they apply what they have learned in their non-study abroad courses? The broad nature of these questions allowed an openness for responses to this relatively unexplored area of the personal experiences of community college faculty who lead short-term study abroad programs. The study contributes to the development of a greater understanding of the learning experience for faculty, and any subsequent classroom changes after leading a study abroad program. This study further provides insight into the personal and professional learning experiences of community college faculty who lead study abroad programs.

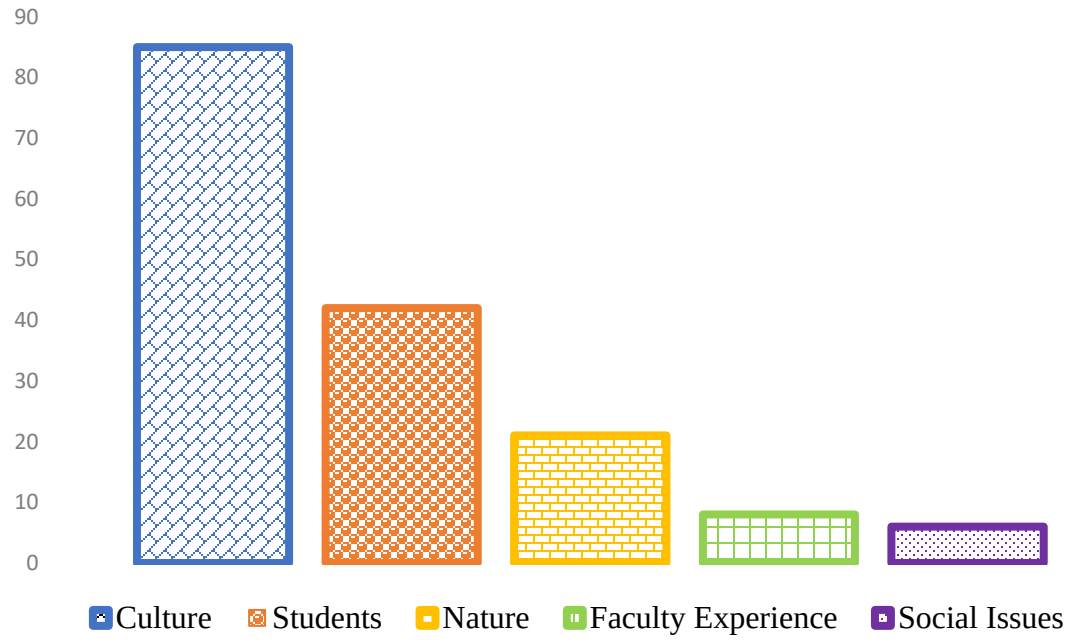
This chapter provides a synthesis of the three personal experiential (superordinate) themes and 24 experiential statements (emergent themes) identified from the data using IPA (discussed in Findings). The focus throughout this analysis concentrated on the 10 participants' personal insights of their lived experience and their attempt to make meaningful sense of their experience. The personal experiential themes that emerged from the IPA analytic process were professional identity, personal identity, and change agent.

Data Analysis of the Visual Artifacts

Adding an artifact analysis provides a multilayered approach to gain a richer understanding of the lived experiences of the participants (Bartoli, 2020; Wagner, 2011). Primarily used as a form of recall, the additional data collection method using visual artifacts worked well for this study, as most of the participants mentioned how looking back at their photos and mementos brought back memories, thoughts, and emotions from their programs. This proved especially important as the interviews were based on prior experiences for the participants. As shown in Figure 3, of the 162 artifacts provided by the participants 85 were culturally related, 42 were pictures of students, 21 were nature or environmentally oriented, eight were of the faculty experience, and six addressed social issues (see Appendix F). Consent was obtained from each participant to include their photos in this research with the agreement that any identifying features of participants or other people would be blurred or eliminated. Images such as group pictures with students were avoided to protect their identity.

Figure 3

Themes from 162 Artifacts



Participant Profiles

Ten community college faculty who had led or co-led short-term study abroad programs participated in the study. According to Smith et al. (2022), a sample of 10 participants is an "optimal number" (p. 105) for research projects at the PhD level. A pre-interview survey using a Google form was sent via email to each participant to gather background information. Participant details appear in Table 3, followed by a descriptive profile of each participant. To protect identities, each participant and their home college was assigned a pseudonym. At the time of their study abroad programs, all participants were full-time faculty members at a public two-year community college in the U.S. All participants were born in the United States, and all identified as Caucasian. The participants included six female and four male faculty. Five faculty members were in the 40 to 49 age group, three in the 50 to 59 age group, and two in the 60 and over age

group. The majority of faculty had led or co-led numerous study abroad programs, while two participants had led just one or two programs. All participants had previous experience with international travel which was not associated with their study abroad programs. Four participants had visited their program destination prior to taking students. The subjects taught by the participants included four STEM, three humanities, and three social sciences (see Table 3).

Table 3

Participant Demographics

Name / Pseudo-nym	**M/ F**	**Age**	**Teaching Field**	**Years Teaching at CC**	**Program Number Led**	**Program Destination(s)**
Bruce	M	50-59	History	15+	3	Costa Rica, Nicaragua
Charles	M	40-49	Geology	15+	6+	Canada
Cindy	F	40-49	Sociology	15+	4	India, South Africa
Jasmine	F	40-49	Biology	15+	6+	Costa Rica, Nicaragua
Julie	F	40-49	Art	11-15	2	China
Melinda	F	50-59	Social Science	6-10	6+	Belize, Costa Rica, Nicaragua, Cuba, England, France, Germany, Switzerland, Austria, Italy, Ireland
Mitch	M	50-59	Statistics	15+	3	Ecuador/Galapagos Islands
Richard	M	60+	Economics	6-10	1	Nicaragua

Theresa	F	40-49	Art	6-10	6+	England, Italy, Scotland, Spain, Portugal, Germany, Croatia, Serbia, Bosnia, Romania, Bulgaria, Greece
Vickie	F	60+	Nursing	11-15	5	Kenya, Haiti, Guatemala

Bruce

Bruce taught history at a medium sized community college located near a town in the south Atlantic region. He had over 15 years of teaching experience and had led three study abroad programs to Costa Rica and Nicaragua. He had previous international travel experiences mainly to European countries, including Great Britain and Greece as well as Turkey in western Asia. He worked with a local tour company to plan the details of the program.

Charles

Charles was a geology teacher with over 15 years of teaching experience. At the time of his study abroad program he taught for a very large community college and had led over six study abroad programs to Canada. He had extensive personal international travel experience. He was a proponent of experiential learning and enjoyed taking his geology students on field trips. Charles liked to plan all the details of his programs, but his very large college is served by an office of international education that assists with study abroad programs when needed.

Cindy

Cindy taught sociology and social problems at a large community college in a south-central state, where she taught for 18 years. She was director of the India program in her consortium and had led three study abroad programs to India. She had traveled to India twice

previously to arrange program details. She has also led study abroad programs to South Africa. Although she has never been to Europe, she has visited over 13 countries that she describes as "non-glamourous countries." Her large college is part of a statewide consortium for international studies. Faculty must apply for the opportunity to lead or co-lead a study abroad program. The college consortium for international studies prefers to send faculty to a study abroad destination before the actual program to familiarize them with the local connections and locations; alternatively, they have prospective faculty leaders co-lead a program. She was recently certified as a cultural intelligence trainer.

Jasmine

Jasmine taught biology and oceanography at a large community college in the south. She had extensive international experience including working at the United Nations (UN). Her research and travels have taken her around the world, and her current research is based in the Western Pacific Ocean. She developed the study abroad program for her current institution. She had led over six study abroad programs to Costa Rica and Nicaragua which included student project-based research. Competing with universities and other community colleges, her students have won honors competitions with their research projects. As a college student, she had a great experience studying abroad and wanted her students to have the same opportunity. Jasmine handled the details of the program herself working with onsite companies.

Julie

Julie was an art and ceramics teacher at a rural, medium-sized community college in the south where she had taught for over six years. She became interested in leading study abroad programs after attending a conference and meeting other participants involved with leading such

programs. She had led two study abroad programs to China. She joined with another university to offer the study abroad programs.

Melinda

Melinda had been teaching social science at a small, rural community college for over six years. She had taught over six study abroad programs to many areas of Central America including Costa Rica, Belize, and Nicaragua as well as European countries including Switzerland, Germany, and Austria. She had been instrumental in starting study abroad programs at several community colleges where she previously worked. As a college student, she participated in a study abroad experience to Belize where she lived with a local family for six weeks. According to Melinda, the experience changed her life, and she wanted to offer that experience for her students. Although she planned her own programs, her college is part of a consortium for study abroad for all community colleges in the state.

Mitch

Mitch taught math and statistics at a large community college in the south-central region of the country. He had been teaching for over 15 years and had co-led three study abroad programs to the Galapagos Islands. He was looking forward to returning to the Galapagos as a leader after the Covid-19 pandemic restrictions on travel were lifted. Study abroad programs featuring math are unique and he had presented his program details at a Forum on Education Abroad conference. His college is part of a statewide consortium for international studies that handles the travel details of each program offered.

Richard

Richard came from a background in bank management, and he owned and managed a local newspaper. His educational background in political science and international studies led

him to teach economics and government for over six years at a medium-sized community college in the south. He had some international travel experience to countries such as Australia, New Zealand, and Mexico. He was a member of Rotary International and liked to attend meetings in various countries that he visited. He had co-led one study abroad program to Nicaragua that was coordinated with an in-country tour company.

Theresa

Theresa taught art at a medium-sized community college in a southern town where she had been teaching for six to 10 years. Prior to teaching art, she taught Spanish and had worked in South American countries including Chile. She had led over six study abroad programs, many to European destinations. With an extensive international travel background, her love of travel was inspired by a former college faculty who directed a study abroad program. She used a tour company to help plan her programs.

Vickie

Vickie taught nursing at a very large community college for over eleven years. She had extensive international travel experiences to Europe and Africa, including co-leading high school study abroad programs. She had led five study abroad programs to Haiti, Guatemala, and Kenya. Her college has an office of Global Education which coordinates many of the details of study abroad programs.

College Profiles

All colleges represented were public two-year Associate Degree granting institutions and represented a variety of sizes and localities. Seven colleges were located in South Atlantic states, two in Eastern South-Central states, and one college was in a Northeastern state. Representing a wide range of sizes, the institutions were comprised of one small college, four medium colleges,

three large colleges, and two very large colleges. Information gleaned from IPEDS showed the represented colleges were in various areas including two rural, five towns, two suburban, and one college was in a city (see Table 4). Seven of the study abroad programs involved a service-learning component. The work included teaching English to local children, supplying education materials for schools, providing vaccinations and lessons on proper nutrition, working with NGO service organizations, working in coffee fields, weeding vegetable gardens, and painting buildings.

Table 4

College Size, Locale, and Region

Name Pseudonym	**College Pseudonym**	**Institution Size**	**Locale**	**U.S. Region**
Bruce	ECC	Medium	Town-Distant	South Atlantic
Charles	DCC	Very Large	Suburb - Large	South Atlantic
Cindy	ICC	Large	Town-Distant	East South Central
Jasmine	FCC	Large	City-Midsize	South Atlantic
Julie	BCC	Medium	Rural - Fringe	South Atlantic
Melinda	ACC	Small	Rural - Distant	South Atlantic
Mitch	ICC	Large	Town-Distant	East South Central
Richard	ECC	Medium	Town-Distant	South Atlantic
Theresa	CCC	Medium	Town - Fringe	South Atlantic
Vickie	HCC	Very Large	Suburb- Small	Northeast Mid-Atlantic

Findings

The findings of this study indicate that leading study abroad programs impacted the participants' sense of meaning, purpose, and perceptions of identity. From analyzed data, three main categories arose from the interviews and the accompanying artifacts. The data driven themes fell into three main categories of personal identity, professional identity, and faculty as a change agent. Table 5 summarizes these themes and shows experiential statements and exploratory notes. The results will be presented in three main categories.

Table 5

Personal Experiential Themes, Experiential Statements, and Exploratory Notes

Personal Experiential (Superordinate) Themes	Experiential Statements (Emergent Themes)	Exploratory Notes
Professional Identity: What I Do / Leadership Role		
	Multifaceted Leadership Role: Hat of the Day	Teacher and leader outside the campus classroom
	Master Planner: It is All in the Details	Location choice
	Structure and Support: Administrative Support: I Have Your Back	Realize that administrative support is crucial
	Training for the Journey	Cultural expectations
	Course Objectives and Goals	It is not a vacation

	Safety Officer	Safety first
	Travel Issues	International flights
	Counselor and Advisor	Meeting the needs of students
	Experiential Professional Development	Gain valuable experience working in the international field
	Barriers and Hurdles	Family responsibilities
	Advice and Best Practices	Advice and tips for prospective faculty leaders
Personal Identity: Who I Am		
	Personal Growth and Development	Lifelong process / Curiosity
	Adaptive Resilience and Self-Efficacy	Flexibility, confidence, resilience, problem solving
	Meaningful Motivation	Passion for teaching and sharing life experiences with others
	Culture Shock / Culture Gap / Reverse Culture Shock	Disorienting position
	Intercultural Competence	Intercultural behavior and communication skills
	Ethnocentrism	My place in the world
	Sense of Identity as a Teacher: Why I Do What I Do /	Finding personal meaning in teaching a study abroad program

	Experience Through the Eyes of Their Students	
	Love / Hate Relationship with Study Abroad	Positive vs. negative aspects of leading study abroad programs, finding a balance
Personal Experiential (Superordinate) Themes	Experiential Statements (Emergent Themes)	Exploratory Notes
Bringing it Home: Faculty as Change Agents/Connecting Who I Am with What I Do		
	Changemaker	Making a difference
	Faculty/Student Relationship	Experiential empathy
	Regular Classroom Changes	Multicultural classroom
	Globalization of the Classroom	Photos and stories add dimension

Note: Categories represent updated thematic titles (Smith et al., 2022).

The following sections are relevant highlights from the participant interviews and their photo artifacts which correspond with the research questions. Participants relayed rich examples of social and cultural learning outcomes and resultant sense-making and identity modifications they experienced by leading the study-abroad programs. Examples are primarily from Vickie, Mitch, Bruce, and Richard while the other participant responses added much richness and depth to the discussion.

The first section of findings answers the first research question: How do community college faculty describe personally meaningful forms of learning including social and cultural learning, if any, from leading a study abroad program? The second section relates subsequent changes made in the non-study abroad classes that the faculty incorporated as a result of the personal and professional impact made from leading study abroad programs. Thus, it answers research question two which is: How do community college faculty describe how they apply what they have learned in their non-study abroad courses?

Findings: First Research Question

Findings related to research question one combine results from the participant interviews and the photos provided that characterized meaningful experiences while leading the short-term study abroad programs. Faculty learning, including social and cultural learning, is a dynamic, ongoing process of reinterpretation of a personal and professional identity (Beijaard, 2019; van Lankveld et al., 2017). Social and cultural learning encompasses personal and professional identity formation and modification (Hogg & Abrams, 1990; Sawatsky et al., 2017). All participants spoke about how leading study abroad programs involved not only flexible pedagogical skills but also leadership, organizational, adaptive resilience, and self-efficacy skills many of which were realized experientially while in the field.

Faculty Learning Experience and Identity Formation and Modification

Learning, adaptation, and problem-solving processes frame the experiential learning theory described by Kolb (2015). As adult learners, community college faculty who lead study abroad programs place themselves directly in an environment associated with high impact learning experiences (Knowles et al., 2015; Kuh, 2008). Underlying these models is the assumption that the faculty participants are open to change and are willing to adapt any

preconceived cultural or societal mindsets. This convergence of learning models attests to the complexity of the individual faculty experience as a study abroad leader. Not only are faculty the educational content experts, but when the learning situation is moved to an experiential field environment, the personal and professional worlds blend into a complex system of learning and identity development and modification. Dynamic life experiences challenge and form personal, social, and cultural identity modifications for faculty leaders as adult learners (Guy & Beaman, 2004; Steinert et al., 2019). The extent of this learning process is dependent on many factors including previous teaching experiences, previous international travel experiences, professional leadership experiences, and the preconceived personal cultural and societal mindset of the faculty member.

The development of a faculty-led short-term study abroad program is multifaceted. Taking students on an international program involves not only teaching but also leadership skills that may be very different from those employed on the home campus (McCallon & Holmes, 2010; Malveaux, 2016). All participants considered the importance of study abroad programs as a means of enhancing social and cultural knowledge for community college students and for themselves. They also related the learning aspect needed to offer high quality programs. This involved vital professional development skills that were learned or reinforced before, during, and after their program. The participants spoke of the necessity to design academically sound and culturally relevant programs for their students. This process proved to be personally and professionally rewarding for not only students but for the participants as a valuable experiential learning process.

Professional Identity Development: What I Do / Leadership Role

The role of study abroad leader entails numerous responsibilities with multiple variables that are not normally faced in the campus classroom. The decisions faced experientially in the field challenge the professional identity of faculty which is built on the beliefs and perceptions about themselves and their role as a teacher (Suarez & McGrath, 2022). The first personal experiential (superordinate) theme, professional identity, relates to the multidimensional roles that community college faculty play as study abroad leaders. The data gathered under this theme are indicative of the role of faculty in maintaining educational professionalism in the capacity of a leader in study abroad.

One of the ways in which the participants appeared to make sense of their engagement as a study abroad leader was that of their own professional development and that of their students. All 10 participants spoke of having to balance competing responsibilities between their teaching and management decisions in the field. This experience varied among participants according to the level of administrative support both on the home campus and in the field. However, for most participants, the added responsibilities involved as a study abroad leader seemed to be more than compensated for by the value gained for themselves as well as their students.

Experiential Statements

Eleven experiential statements, or emergent themes, arose from the participant responses to the interview questions. These experiential statements were related to how the participants made sense of the experience as they planned and participated in their programs. The experiential statements involved how the faculty felt supported in this role by their administration, the location choice and support in the field from the host country guides, their course objectives and goals, and meeting the necessary professional development needed to lead a program. These emergent themes also personally affected the faculty in their role to keep their

students safe while managing behavior issues. The participants also spoke about barriers and hurdles including addressing family and other personal responsibilities. As a result of their personal learning experiences and how they made sense of the experience, they offered advice and tips they felt were needed to conduct a successful study abroad program.

Multifaceted Leadership Role: Hat of the Day

The experience of leading a study abroad program draws on a multitude of leadership skills some of which may be honed experientially in the field. Faculty are responsible not only for logistics of the program such as budget, recruitment, and travel details, but also for the safety and well-being of their students and fellow faculty leaders (Bista, 2016; Malveaux, 2016). Depending on the community college and arrangements of the host partner, faculty may not have adequate administrative support and must make critical decisions and choices with nimble and effective responses to challenges in the field. When I asked Julie about essential leadership skills needed to head a successful study abroad program, she mentioned the necessity of making immediate decisions:

> …you are having to make decisions, at least at the community college level, you know, there is not a lot of support from back home. You have to do what you think is best at that time and kind of hope you are making the right decision.

The participants all related circumstances that required skill sets not typically found in the campus classroom. Two of the most frequently mentioned recurring themes in this area were safety and student behavior. While all participants stressed the importance of safety measures, many also cautioned that unexpected events were bound to occur. Faculty leaders were also aware of their responsibility for student behavior including their role as advisor for mental health issues. For several faculty, this aspect of the leadership role played a large role in added stress.

The underlying message from the participants indicated they managed the situations but dealing with unexpected challenges added personal stress.

A desire to provide study abroad opportunities for community college students made participants aware of the need for organizational and logistical strategies for their programs. Faculty often found themselves playing a major role in recruitment, locating funding sources, and meeting various needs of their student population. Responding to these needs can be a source of stress for faculty.

Participants were concerned with cost issues that many community college students face. Eight of the 10 participants mentioned cost issues for students who often struggled with funding for study abroad. This was especially evident for smaller and more rural community colleges and several faculty expressed frustration with lack of administrative support. Taking proactive steps to influence and engage the community for support, Bruce involved the local community to raise funds for student scholarships through their college foundation. Theresa felt study abroad should be more of a priority in community colleges as it is important to be able to offer this opportunity for students who may never attend a four-year college. Her frustration with the ability of community college students to afford study abroad programs prompted her to lead her department to raise money for scholarships. She acknowledged, “I could fill busses up, but they can’t afford to [go].”

Master Planner: It’s All in the Details / Location Choice

Location choices for programs varied greatly and were contingent on the purpose and goals of the course as well as the desires of the faculty. Several participants were not able to offer programs to specific countries due to cost issues and stopped taking students to more expensive locations in favor of less expensive destinations. Some participants preferred to return

to the same location while others chose locations where they had never traveled. The final decision was based on a variety of factors, but a recurrent theme was the location must be one that the leader was interested in visiting and learning more about. Theresa stated, “I purposely choose places I haven’t been so I can be as equally out of my ordinary as they [students] are.” This curiosity and desire to see and experience new places and cultures was often a source of sensory and emotional learning for participants as they processed the new experiences into their identity (Dirkx et al., 2010; Kolb, 2015; Taylor & Marienau, 2016). Cindy chose what she referred to as “non-glamourous” countries and mentioned that although she had lots of international experience, she had never been to Europe explaining, “So, I’ve been in places that were a little… more challenging culturally and infrastructure wise.”

Visiting a Global South or developing country offers a profoundly different experience than visiting a Global North or developed location. Several participants noted comparison of the societal norms in the United States with those of other less developed countries which made a bigger cultural impact than visiting a country with the same societal norms. Richard had very strong feelings about the location choice and how it impacted students. He felt that choice of destination is important, and he found that for American students the greater the contrast, the better the experience. He felt students should experience the cultural differences of a country with less infrastructure than European countries:

> And I think for American students in particular, the more contrasting it is the better. I’m not opposed to trips to Europe but you’re going from one developed economy to another you’re going from one democracy to another, so while the cultural differences are there food, dress, language, religion, it’s not as much of a culture shock to these students as taking them somewhere that’s completely the opposite of the United States.

Several participants spoke about the advantage of returning to the same location to build relationships with the local people. Brian mentioned, “I like the idea of going to the same place and building that relationship.” Frequently returning to the same location also added more cultural knowledge depth for the faculty as they began to understand the intricacies of the local society and cultural complexities. The location was also chosen purposely to correspond with the faculty field of study. Jasmine took her environmental science students to the same location in Nicaragua to build on previous student research projects.

Several participants including Mitch, Richard, Bruce, and Melinda, mentioned the importance of coffee growing for the local people (see Appendix G Figure 1). Getting the opportunity to see firsthand the process of coffee growing made an impact on the faculty. For Melinda, the service-learning portion of her program involved working in a coffee plantation with the local people offered a short but very intense opportunity to be immersed in the culture. As faculty leader, she was deeply touched by the experience and felt a closeness with the local people:

> We worked in a women’s village we picked coffee, we roasted coffee, then we packaged it. We worked with the women hand in hand and then we help them sell it, you know, and so to raise money for the, it was a women’s village, like a women’s commune type village. And it was really neat. So, by the end, everybody is crying ‘cause we don’t wanna leave and the students got really close with the villagers. It was a nice experience.

Structure and Support: Administrative Support / I Have Your Back

All 10 participants mentioned the crucial importance of administrative support for a successful study abroad program to be maintained. Since faculty shoulder the responsibility for the program, they all felt institutional support was important as was the in-country host support.

Vickie stated, “You have to have good, good support from the institution that you’re teaching with. And you have to have a contact or good support for where you’re going.” She further acknowledged taking students to international destinations had certain uncontrolled variables that were inherent with the experience.

Several participants admitted they felt like there was insufficient support for faculty who lead study abroad programs. This was especially an element of frustration with faculty who taught at smaller community colleges or distant satellite campuses. A lack of emphasis on globalized missions and goals for international programs may underly this paucity of administrative support. This point was observed by Raby and Valeau (2016) and several participants felt overall pressure to address the pervading idea that study abroad was not taken seriously at the community college level. Even though faculty understood the importance of offering study abroad opportunities for students, this view was not shared by all administrators. This underlying current was mentioned by several participants as well as frustration with high administrative turnover necessitating renegotiation for study abroad programs. For Jasmine, this lack of institutional support was indicative of the indifference shown toward such programs stating, “That is exactly the kind of stuff that I see my college at least just not wanting to deal with it, which is why it’s easier to just say no to all study abroad in general.”

With most of the smaller campuses, the faculty leaders had to take on the enormity of responsibilities. With obvious exasperation in his voice, Charles admitted dealing with details was a source of frustration, “…I coordinate all that rigmarole and honestly, I, every time I do it I feel like I’m gonna pull my hair out, never do it again…” but then he added he felt more in control of the program if he handles those details himself.

Training For the Journey

Another recurrent theme arose around the need for training for faculty who lead study abroad programs. Several faculty admitted they did not feel prepared to meet the needs of students during the program. Only two of the larger colleges in this study offered pre-trip training for faculty leaders. Participants also felt it was highly advantageous to shadow or co-lead a program before attempting to lead students. To help them prepare, one of the larger colleges sent faculty to the destination country to help them become acquainted with country hosts and logistics. Confirming the importance of this approach, Cindy summed this up by stating:

> …you want to have credibility with your students that you're taking them, that they can trust you with this process. And if you've never been, and if you don't know where you're taking them and you, it's the first time for you too. That, that, that would have been terrifying to me. So, it was great prep…or an initial great prep for, for doing that. There's nothing that can fully prepare you for taking students the first time. [laughter]

Most faculty spoke of trying to prepare themselves ahead of time for cultural expectations of the host country. Sharing cultural expectations before the program and then after the program was also a means of defining personal growth and learning intercultural competencies.

Course Objectives and Goals

Another recurring theme was the importance for the study abroad programs to have definitive course objectives and goals. Jasmine was concerned with some study abroad programs that lacked actual field learning for students. "I just I think what I see with a lot of study abroads is, is you know, like I said, the lack of the study." She noted the difference between an educational tour and study abroad by commenting, "I think educational tours are wonderful, but I

think an educational tour is not the same thing as a study abroad." Depending on the subject matter, the community college faculty took care to provide students with an authentic course design. Mitch used practical examples when teaching during the Galapagos program by comparing local statistics with those of the United States.

Seven of the study abroad programs involved a service-learning component in the curriculum. The work included teaching English to local children, supplying education materials for schools, providing vaccinations and lessons on proper nutrition, working with NGO service organizations, working in coffee fields, weeding vegetable gardens, and painting buildings. Vickie noted that including a service-learning component to a study abroad program enhanced cultural immersion and interaction between students and local people. Bringing students to a foreign country, especially one that has distinctly different social and cultural values, places them in an immersive state where they not only learn about the living conditions of other people but also the socioeconomic challenges that other societies face daily.

Cindy also felt it was important to offer a service-learning opportunity for students to add another layer of cultural depth and immersion especially for short-term programs saying, "I do think it adds a little bit more of a layer for students and that they can, you know, not just see the sights, but they can kind of give back and contribute in some way." Adding a service-learning component contributed to a deeper personal experience for faculty as well as students as they interacted with local people in their cultural activities.

Safety Officer

The role that the faculty leaders played in maintaining safety protocols and crisis management weighed heavily on the participants who took this responsibility seriously. Comments such as "safety is rule number one" and "access to health care" were some of the

concerns that participants Mitch and Vickie shared. This enormous responsibility on faculty to ensure the safety and welfare of students in a foreign country was a concern and created feelings of anxiety for participants. When a student was injured during a study abroad program, Charles admitted, “the closest I’ve come to a catastrophe on any of these trips is it what ended up being a fairly minor injury… [pause] but it was scary.”

Richard and Jasmine also related stories about students being injured. Richard said, “I mean, hell, one of our students fell through one of those dilapidated front porches and we had taken them to the Nicaraguan doctor the first day we were there.” Jasmine had to deal with a student who broke their leg in a remote area, “I mean we’ve had, you know, I had a [student with a] broken leg in the middle of the rainforest.” Participants felt a responsibility to make sure students were safe during travel causing some major underlying stress.

When things didn’t go as planned, the enormity of the responsibility for making sure students stayed safe was illustrated by Melinda who has many years of experience leading study abroad programs at the community college level. This ability to solve problems and initiate solutions to an immediate problem indicates Melinda’s ability to accommodate and respond quickly to remedy the needs of a situation (Kolb, 1984):

> I’ve had everything that you can imagine. The first tour I took our boat didn’t capsize but it got stuck in the water in Costa Rica and there were crocodiles in the water everywhere and we were bogged down. It was hopeless, it was really scary. But my students were like wanting to jump in the water and help going in the water, and I was like, no, no, no. And I was just trying to distract them until we could get out of there. But it was a very, very scary situation. [pause] That was my first tour.

Mitch also related stories about he and his students snorkeling in the Galapagos Islands with sharks but said they do not bother you (see Appendix G Figure 2). He did seem quite a bit more concerned with an encounter with sea snakes:

> We were in about knee deep water and saw a bunch of shapes swimming towards us and went between our legs and, and as they were, and then they kind of swam back around, and it took us a little bit to realize what we were looking at. But it was sea snakes. … And then they swam off and we got out of the water and was like wait a minute. Those are like some of the most venomous snakes in the world.

Concerns were also expressed about the safety of the infrastructure of certain countries that determined the travel location. While in Nicaragua, the civil unrest and outward display of weapons was unsettling for Richard and his students (see Appendix G Figure 3).

Travel Issues

Travel concerns were a common issue for faculty especially involving flight cancellations and airline changes. Charles confided, "getting people through the airport is, is really stressful." Julie admitted an incident getting an international student through customs was "really terrifying for like 45 minutes there." Speaking of deterrents to leading study abroad programs, she mentioned, "Yeah. That kind of stuff is I'm sure why people do not repeat study abroad because it's just like… Oh…"bleep."

Bruce felt an added responsibility as a leader to keep the students motivated after an unexpected snowstorm cancelled their flight home for four days. The added responsibility for students caused anxiety for him when faced with coming up with alternate plans. Bruce admitted the unexpected delay, "…added a whole another level which we could talk about of leadership

issues. But we had to, you know, I had to keep them together and motivated for another four days."

Counselor and Advisor

In their role as study abroad leader, faculty often assume the roles of counselor and advisor to students. Unaccustomed to dealing with the emotional needs of students, these issues were a potential period of growth and learning for faculty. Melinda recalled an issue dealing with students who were homesick and crying explaining, "I had three girls on that tour that had never been on a plane before, never been away. The second day we were there we had crying. You know, it was like homesickness and everything." After talking with them and coming up with solutions, the students were encouraged to participate in the activities which helped them to enjoy the program.

Several faculty mentioned their role as disciplinarian. Mitch and Richard spoke of incidents where they had to act upon student issues related to alcohol use. Richard spoke of the ease at which underage students could obtain alcohol leaving the faculty with decisions to make about breaking school rules saying, "…it's not hard for students to sneak into a store and have a couple of vodka bottles, or rum bottles more likely, in their purse on the way out." In an emotionally charged incident, Charles caught one of his students vandalizing national park property and admitted he had to control his anger:

> So, what did that teach me about myself? Well, it taught me that I have my limits and you know I'm a professional and I'm, you know, leading these students but there is certain stuff that I'm not gonna put up with. And thankfully that's, you know, that's the worst of it. I've never had a student assault another student or anything like that. But I, I lost my cool.

With considerable experience leading study abroad programs, Melinda has encountered many significant challenges to which she has responded with positive results. The confidence honed by many years of leading the programs was also superimposed onto the realization that dealing with such challenges is not without personal stress. This was revealed when she shared, "I'm not afraid to take on those challenges, sometimes I feel like I'm an idiot for doing it [laughter]." She explained some of the unusual challenges she has had to deal with as program leader to make sure her students felt inclusive:

> I've dealt with transgender while traveling. I've dealt with severely obese while traveling, and I've dealt with pressure of 100 percent hearing impaired deaf. And they were all significant challenges.

Experiential Professional Development

Participants felt they had developed professionally as a result of leading the study abroad programs. Richard mentioned he felt all parts of leading a program could be viewed as professional development, "I can't think of a part that isn't [professional development]" citing organizational and management skills, curriculum development, and pedagogy development. Charles agreed saying, "Yes, I would I think I developed professionally as a result of it. Yep, no doubt about it." Melinda also related experiential learning in the field noting, "well as a sociologist, when I go, I am learning my field. I mean I'm in it… so I'm living sociology when I go on these tours."

Correlating with the tenets of adult learning practices (Knowles et al., 2015), the decision for participants to lead a study abroad program was often motivated by the desire to learn in a self-directed manner. This personal learning experience was predicated on individual differences and any former international travel experiences of the learner as well as the motivation and

desire to learn. Bruce felt that leading study abroad programs challenged him to learn not only about the country but about local customs and language differences. To prepare himself before the study abroad program, he began collecting a reference library of cultural and historical significance and started learning some Spanish language words. Cindy described how faculty are learning experientially during the program, “You know, as faculty we’re also, we’re learning as well, we’re learning with our students we’re trying to figure things out, especially on the ground on site when you’re in one of those programs.” This type of high impact, experiential learning correlates with the most meaningful forms of learning especially for adult learners (Knowles et al., 2015; Kolb, 2015; Kuh, 2008). Bruce related the following:

> You learn as you go, so that’s professional development to improve the program, continuous improvement, planning, so yeah, absolutely it’s professional development. And it, it’s, it’s fun professional development ‘cause you know you’re, you’re using your brain in different ways, you’re incorporating new information, it’s not the same information.

Cindy mentioned the experiential learning that takes place in the field as a leader. She noted having to not only manage students but also some of the faculty co-leaders as well. She was adamant about the amount of responsibility the position holds which leads to professional growth and development. She reported:

> You have to navigate vendors, you have to navigate students, you have to navigate other faculty members, you are leading those faculty members, along with your own students. You are managing all the students, then you’re managing your own class, you are managing the faculty and sometimes faculty get out of line. So, you have to manage them. I mean you are truly a director. You are managing folks on the ground, tour guides,

> you are managing hotel arrangements, you are securing the safety for your students so… absolutely. Huge, huge, you know growth and, and management learning.

Speaking about leadership and flexibility, Melinda related how she brought those skills back to her regular classroom:

> Definitely to go with the flow. And to be able to change at a second's notice and not be frazzled by it and kind of go with it. So, I've been able to bring that back to the classroom to where there, if something happens, like you, I can kinda, kind of think like I'm traveling and OK, what would I do now, and adjust.

Richard also spoke about the importance of experiential learning for faculty reporting, "I don't think you could teach this stuff if you haven't lived it or teach it as well. I mean obviously not every "Econ" teacher can travel but if you get to travel it certainly changes the way you teach."

Barriers and Hurdles

Several barriers to leading study abroad programs were mentioned including family responsibilities, homesickness, and language. Charles, Julie, and Jasmine mentioned the hiatus they had to take from leading programs when their children were young. Homesickness can affect faculty as well as students, especially when children are involved. During her second program to China, Julie recalled, "I was surprised that I was more homesick the second time." Several faculty admitted the intense emotional aspect of leaving family behind and knowledge that their normal family responsibilities would have to be dealt with by family members left at home. Mitch realized being away puts a greater burden on the spouse and family at home mentioning, "So being apart [pause] is difficult. It's not just that I miss them, but I know it's also

putting a greater burden on my wife." As a tradeoff, he tried to take on more responsibilities at home, which changed the normalcy of his home life adding:

> I miss my wife and my daughter very much when I'm gone, but, but my wife knows that number one, I enjoy this, and number two, I feel it's important for the students. So, she's always been supportive. And that's the biggest impact.

Language understanding may be a barrier to communication between cultures requiring an interpreter. Mitch mentioned, "even if you learn just a dozen phrases, those dozen phrases can get you very far." Vickie spoke of having to respond to certain situations where language was a barrier to communication and was sometimes a source of stress for faculty requiring a translator. Richard expressed frustration at the U.S. educational system that did not value second language acquisition as much as neighboring countries.

Advice and Best Practices

When asked if they had any advice for other community college faculty thinking about leading a study abroad program, the answers were consistent with advanced preparation measures. Mitch, Cindy, and Jasmine suggested, if possible, try to visit the country before taking students. Vickie suggested anyone interested in leading a study abroad program needed to possess characteristics including creativity and flexibility:

> Somebody who is very open minded, somebody who can think outside the box and be creative, use whatever resources you have available at the time, because you're not gonna have what you need, probably, when you think you need it. Being very flexible, being very open minded and being compassionate.

Theresa's advice to future leaders was echoed by most of the participants and related to the importance for faculty leaders to be flexible and mentally prepared in the "likely" event that

unexpected things will happen. She cautioned, “I think the big thing is, be ready to be unprepared.” She also realized that the individual make-up of a faculty leader varied. She explained this advice by saying:

> Prepare for the unexpected, because there’s always gonna be things you’ve got to yeah wiggle around and figure out. I think that if you don’t have the personality that you’re not open for change and new stuff it may not be your thing.

Richard’s suggestion for any community college faculty thinking about leading a study abroad program was to immerse themselves not only in the subject matter, but also the social and cultural norms of the localities to be visited. He and other faculty suggested it was important to have several meetings before the actual trip to prepare students for any cultural differences and expectations about behavior. He cautioned, “It’s not a vacation. You’re dealing with your college students in ways you never dealt with them before” and “now you’re doing it way far away in a country where they can really get in trouble quite easily in many, many different ways so you have to have your head about you.” When speaking of behavioral issues he advised, “be ready for anything when you’re down there because these are kids.”

Julie suggested new faculty leaders should try to participate in a program as the co-leader to gain valuable experience and to see if it was something that they would like to do:

> Honestly, see if it’s something that you really want to do because it may sound like a great idea and then you’re like ‘oh my God’ because it is a lot of responsibility, it’s a LOT of responsibility. But I think it is just so important for our students to experience.

To impact intercultural learning, Theresa encouraged other community college faculty to lead a study abroad program. She felt strongly that Americans need to see other cultures for

themselves not just what they see on TV. Supportive of this type of high impact experience for faculty she declared, “I think it opens your eyes up like nothing else.” She continued:

> I mean that’s who we are, we’re about questions and adventures and study and academics and experience and we’ve all had the classes that always tell us…look, experientially you learned 30 times faster and more than just talking about it as a theory. So, I just, I’m still very surprised that it’s not encouraged more in the community college. It seems to be pushed so much more at four-year colleges; I get that.

Jasmine reiterated her belief that study abroad programs need to have an actual study component in their purpose rather than simply an educational tour. She was dismayed at the number of community college faculty she had talked with who simply wanted to travel and not actually use the program as a study program, “Not all of them by any means, but I’ve had lots of them ask me this is what I want to do but where’s the study abroad there?”

Bruce thought individual travel added depth of knowledge to a faculty member’s field, but this type of experience did not necessarily mean they would make a good study abroad leader. He cautioned, “you know what to do, you know how to survive, you know that, but can you continue to lead a group of 15 teenagers who are snowed out of their home? There’s a big difference between those.”

Cindy spoke about how these experiences have helped her teach her subject of sociology.

> For me personally it’s very rewarding and then professionally certainly it makes an impact, but I think… as a sociologist, my students rely on me to talk to them about culture and to be able to talk to them knowledgeably about other cultures and other systems. And I can do that, I can say firsthand I have experienced this culture, …I think it enhances the professor’s credibility when they can say they’ve been somewhere, they

have experience … and you can make some comparisons to U.S. patterns, policies, demographics, culture systems, that you wouldn't be able to otherwise.

Summary: Professional Identity: What I Do / Leadership Role

In this study faculty spoke about the multifaceted and complex issues facing community college study abroad leaders. In many cases, the challenges facing community college student populations affected the decisions regarding location, course objectives and goals, as well as mental and physical safety for their students. Most faculty admitted they faced major challenges related to leadership decisions, inadequate support from community college administration and lack of training prior to the program. They spoke about their own processes of learning in the field and how the experience enhanced their professional leadership skills. They also felt that even though the challenges involved with leading study abroad were of great magnitude, they realized that these experiences made them better leaders at their home campus and in the classroom, as the newly gained knowledge became part of their professional identity. In spite of challenges, faculty felt what they were doing was important to be able to offer for students at the community college level and most were looking forward to continuing leading their programs after the Covid-19 pandemic.

Personal Identity: Who I Am

The second personal experiential theme (superordinate theme) involved personal growth and development as the faculty leaders balanced the emotional stress of leading a group of students with the inherent rewards they experienced. As adult learners, all participants agreed the experience added depth to their personal understanding of not only other cultures and societies but of their personal ideas about themselves in the world.

Personal identity formation is a lifelong process representing an individual's set of goals, values, and beliefs (Côté & Levine, 2002; Schwartz et al., 2008; van Hoof & Raaijmakers, 2002). Erikson (1950/1963) observed the continuance of identity formation was the "maintenance of the human world" (p. 270) and noted the influence of society on the identity development of a person. How people view themselves also has its roots in their individual culture and the society with which they identify.

Personal Growth and Development

According to participants, the experience of what they learned leading study abroad programs changed their views on culture and society and had become a part of their personal identity. Vickie noted, "I've done it over a period of years, and I think it's part of who I am now." Mitch said, "going abroad and whether you're teaching or leading, you know, it greatly opens your own eyes, just like it does for the students about the rest of the world." Mitch further expounded:

> You know, there are some things that are very much the same, and there are things that are drastically different. And becoming aware of those, you know, it opens up your eyes to the world, you know, in a bigger sense, you know, not in the little closed part of the world that, you know, you live in and or even traveling within the United States.

When I asked Bruce about any changes in internal perspectives, views, or personal development after leading the study abroad programs he shared that one result of leading the study abroad programs was that it made him aware of his own limitations:

> That's a really, really good question. [pause] It's made me, it's made me more aware of myself in a way, it's also made me more aware of, and it's gonna sound strange, but it's gonna make me, it's made me more aware of my limitations. I can't do everything by

> myself. I do need help. I do need to rely on others. And in the larger sense beyond just you know that, that I can't do everything. It's helped me become aware of other people's talents, of other people's niches, of how to work together because I can have one idea but then someone else can take that idea like my co-leader, [Jane], and take what I was describing and turn that around into something else that's still the same thing, but you know coming at it a different way. So, it's made me more cooperative in working with people and working with things.

Adaptive Resilience and Self-Efficacy

Perhaps one of the most distinctive and valuable skills reported by faculty participants was that of adaptive resilience. Participants repeatedly noted the need to have a flexible attitude and to be able to solve problems and think on your feet. The decision-making processes while leading the programs provided opportunities to hone leadership skills in many areas. Mitch noted, "safety is rule number one, but I would say flexibility is rule number two."

Increase in self-efficacy and a heightened sense of confidence was mentioned by several participants. According to Bandura, (1977a) self-efficacy includes a person's attitudes, abilities, and cognitive skills. Julie attributed an increase in confidence to leading study abroad programs, "I think it has increased my confidence in leading at work in general." Facing real situations produced an enhanced sense of self-efficacy as participants learned to manage and develop new skills, competencies, and understanding. Participants mentioned they felt more confident in their ability to succeed in challenging situations as Julie explained leading study abroad programs has, "enhanced my feelings of self-sufficiency."

Vickie mentioned leading study abroad programs has given her more confidence to speak up for needed change at her college saying, "I think that I'm not afraid to speak up when I see

something that could be changed." Mitch spoke of dealing with student issues during a study abroad program as, "challenging myself to be able to go through an experience like that." Theresa learned a lot about her ability to handle situations and realized that she had increased her capability of leading study abroad programs saying, "I'm braver than I thought I was. I am more malleable than I ever thought I was" indicating a strengthening of her self-confidence as a leader.

Cindy described how at times the eminent needs of a situation called for extreme flexibility and a strong sense of resilience from the leader. When I asked Cindy what she had learned about herself after leading study abroad programs she offered:

> I think you learn as a director that you can handle more than you think you can. You kind of go into it being terrified but you realize when you've got a student vomiting on this side, and you've got elephants on this side, and you've got these students that need to go somewhere else, and then you're burning up…you're a hundred degrees, you realize, I can actually handle all this. [laughter] So, I don't know… resilience? [laughter]

As a sociologist, Melinda shared she loves to learn about other people and cultures which gave her a sense of empowerment with knowledge gained directly from the primary source. She said:

> I purposely seek out folks that I can have conversations with and ask them about politics and government, you know medical. So, they have taught me so much and I asked multiple people in different places they have different opinions, and you know then I can make my own you know choices decisions based on what I've learned.

Meaningful Motivation

Personal meaning is the key to motivation in the pursuit of individual goals (Berg, 2015). All 10 participants in this study expressed a love of travel and enjoyment of experiencing other

countries, people, and environments. All 10 participants also had prior international travel experience other than leading study abroad programs. The opportunity to continue traveling and visiting various countries and cultures inspired them to offer these programs for their students. When speaking about motivation to lead a study abroad program, participants offered a variety of answers. All participants mentioned a personal desire to travel and see the world. Vickie expressed it with phrases such as “I love to travel” and “You didn’t have to twist my arm it’s like… Yeah, I’ll go…”

A passion for teaching and sharing life experiences with others constituted a deeper purpose and meaning to lead study abroad programs. Some participants paid their own fees and statements from Mitch and Vickie included “I’m not going for the stipend” and “Obviously, we’re not doing it for the money.” Theresa said:

> I think it’s important because we are professors, it’s, it’s areas that we have passion about and that we care about and so I think it’s, it’s not even so much that we should, I think it’s kind of almost a responsibility to allow these students to get the whole experience of learning and by doing that, that’s by immersion.

A love of travel helped to motivate participants to lead their own study abroad programs. Adding to her identity, Vickie spoke about the life changing effect a trip to Uganda had on her life and she wanted to share that same experience with her community college students saying, “…it turned out to be such a wonderful experience it really, really was, and I learned a lot about myself.” Vickie also related her desire for students to have the opportunity for a life changing experience just as she had on a study abroad program adding, “I wanted the students to have the opportunity to experience something that I had experienced. Because I think it really changed me as a nurse and how I saw things differently after I came back.”

Several participants spoke about their own study abroad experiences as students. Melinda told me about her experience living with a family for six weeks in Belize, “it changed my life, it completely changed my life. And so that’s what I’m hoping to do for my students.” She further commented, “I love what I do. It’s fun, it’s hard.” Inspired by a former college study abroad leader, Theresa found that leading study abroad programs was a part of her personal identity declaring, “I was meant to go see and compare and I was really meant to take other people.”

Indicative of the importance of sensory information embedded in a person’s memory after a meaningful event, Charles compared standing at a significant geological place was akin to the impact memory of where he was when JFK was assassinated. He shared several pictures about the great geological discovery points he and his students were able to experience firsthand in the field (see Appendix G Figure 4). Meaningful experience is different for each person and what is meaningful for one person may not be the same for another. As with Charles, a life changing experience may be derived from a particular field of study.

Other participants noted this same type of significant emotion-filled experience that impacted their memories. Both Julie and Theresa mentioned viewing firsthand artwork they had dreamed of seeing. The excitement and passion in their voices was obvious as they reflected on the emotional effect these experiences evoked. For Julie it was momentous to see the Terra Cotta warriors in person, “to have the firsthand experiences and images to share in my humanities and ceramics classes. And being able to talk about seeing the Terra Cotta Warriors in person.” (see Appendix G Figure 5)

Theresa spoke of the absolute joy of the unexpected and that even with careful planning it is the unexpected things that bring joy to a trip (see Appendix G Figure 6).

> So, it was one of those moments like holy crap on a cracker like this is something that will never come near me and so I just paid my couple of euros went in and got to see one of the most amazing Hundertwasser exhibits I've ever seen in my life.

For several participants meaningful experiences related to the service-learning portion of their programs. Cindy spoke of visits to several NGOs in India where they interacted with the women who worked to make a living making jewelry. They also visited a café run by women who had been victims of domestic violence from disgruntled spouses who threw acid on their faces as a retaliatory act. This aspect of the culture was disturbing to her as she recalled, "I would say…every one of us left that, that meeting that day in tears… good tears … but like really taking a deep dive or deeper dive with understanding a program we spent hours there." Cindy related the personal impact stating:

> I think some of the more transformative experiences for myself and for the students are when we are not just going to historical sites or not just seeing the scenes but going into NGOs and seeing the work that those NGOs are doing and the impact that it's making.

Mitch was motivated not only by a desire to see the world but also the realization that his students could take part in a high impact learning experience at the community college level. For Mitch, leading the study abroad program, "has become one of the most enjoyable parts of my job now." Jasmine also commented about how passionate she feels about offering study abroad programs for her students and how this led to better job satisfaction. She commented, "it's certainly giving me greater satisfaction in my teaching position because it's something I'm passionate about and I've had the opportunity to do that. Um…so it's given me better job satisfaction for sure."

Leading a study abroad program made such a deep impact on Mitch that it helped refresh his educational career by giving him a new sense of purpose in teaching. He shared a photo from his first study abroad program to the Galapagos Islands of woven wrist bracelets sporting the three colors of the Ecuadorian flag (see Appendix G Figure 7). It seemed hard for him to put into words what the bracelets meant to him, "…and so those are like my, my personal…every time I look at them, I think of the Galapagos." He has not taken the bracelets off since that first program. To Mitch the experience made a long-lasting impression, and the bracelets were a visible reminder of that life changing experience. The bracelets had become a symbol to himself and others that the experience was now a significant part of who he is as a person. Mitch also spoke about how leading the study abroad programs had affected his sense of purpose and his career trajectory. Looking forward to the study abroad experience each year he admitted:

> I would say the biggest way it's impacted me is satisfaction with the career. …after a few more years, I started getting bored. And it was like am I really going to spend the next 25 years just doing this? And this has greatly refreshed me. And has given me a new sense of purpose and enjoyment.

Leading the study abroad programs inspired Mitch to consider furthering his own education by working on another master's degree and a doctorate saying, "I'm looking at going back and possibly obtaining another master's and another, and a doctorate."

In spite of what some colleagues felt, the participants made it clear their travels were not simply pleasure trips. Melinda summed up her thoughts by saying:

> So, everybody thinks that you lead them, and everybody thinks it's like a, it's a vacation and we're going on, we're going on a party vacation. Well, you know I'm exhausted when I lead these things. I, I, I call myself Mama Bear, you know, and I'm like, I have 10

> kids that I'm watching and so it's exhausting but it's, it's the experience, like I don't even know how to put it into words. I mean when you see how these kids are taking in what's happening around them 'cause I, I often do culturally based tours, you know, 'cause I teach cultural diversity while we're on tour. And we learn about the country and the people wherever we're traveling. So yeah, it's, it's the greatest experience ever it's that, you know, the, you can't teach that in a classroom. You just can't teach what they learn from the experience that they have and so you know it's, it's the best thing. I love it, I love what I do.

For Charles, leading the study abroad program felt like an adventure, and it added to the story of his life saying, "We had a mountain lion run through camp that's a story that, you know, I still tell, to this day." He felt the unexpected event dealing with student medical needs was a "formative learning experience" for him.

Bruce felt that leading the study abroad programs made him a more interesting professor and showed students the importance of an interest in lifelong learning. He noted:

> I think it's enlightening for the students because it shows that the professors are not colloquial. That they are not, they take an active interest in their own education. They take an active interest in learning, themselves, and it makes you more interesting, you know, it makes you more interesting.

Deeply held cultural and societal assumptions inherently influence how adults interpret the meaning of their experiences (Knowles, 1972; Knowles et al., 2015; Mezirow, 2009, 2012). Inherent in the mindset of the participants was a sense of curiosity about the various societies and cultures of the world and this turned out to be an underlying motivation for the participants to offer study abroad programs. For Mitch, a personal goal of seeing the world and experiencing the

various cultural differences was a very different experience than anything else he had done. The disturbing effect of suddenly being in the minority and not able to understand the language provided him with an opportunity to see himself as a foreigner:

> At the surface, I wanted to see another part of the world that I have never seen. And I have. I'm seeing what it's like to be the other, the stranger, and I find that fascinating, you know. As a white person living in the United States that speaks English, you know on the majority, at least for now, and it doesn't bother me at all that I one day won't be, if I live long enough. But it's very… it's a big twist to realize that now you're the foreigner. And you're in the minority. And you don't speak the native language. You do look for people that can speak English and there are folks down there that that do, or at least speak partial. But trying to learn Spanish, I've been trying to learn on my own. Sometimes it's challenging. I've got a number of phrases down, but I really need to study more to become semi-fluent. Seeing how people live differently and eat differently and act differently has all been fascinating to me.

Culture Shock / Culture Gap / Reverse Culture Shock

Students are not the only ones who suffer from culture shock when visiting a foreign country. Faculty are also subject to culture shock, especially if they are unprepared for the environment. Students and faculty must often adjust to conditions that are unexpected or very different from their normal environment, which can lead to emotional stress. Even with pre-trip measures to prepare for the cultural differences in the host country, several participants admitted they were not prepared for what they saw. Stepping outside their comfort zone into an unfamiliar country created disorientation.

Once they left the main tourist areas on the Galapagos Islands, communication became an unexpected issue for Mitch who was unprepared for the absence of English-speaking locals. When Mitch noticed a shrunken head in a museum, he was clearly startled about a culture that would shrink the heads of their enemies (see Appendix G Figure 8). When Richard visited some of the local families in Nicaragua, he was appalled at the living conditions (see Appendix G Figure 9) and admitted, “It was pretty shocking. You’ll see some other pictures where the blankets are separating the rooms.”

Julie related her surprise about the conditions she encountered in China, first mentioning the bullet trains that were fast and smooth. The modern bullet trains contrasted greatly with the sanitary conditions, and she mentioned, “We had been warned about kind of differences in thought about hygiene in China versus the U.S. and so even though we had been warned about that, we knew we were going to be dealing with squat toilets.” Julie also was met with unexpected ill-mannered people in China when her obese students were singled out. She was appalled saying, “So, then there’d be pointing and there’d be gawking, disapproving gestures and expressions. They would be taking pictures of them, and they were both female students.” She was shocked at the response of the people as her previous idea of them was introverted and well-mannered admitting, “Especially because we have this kind of perception about Chinese people being very shy and kind of introverted and quote ‘well-mannered’ and stuff like that. So that was a little bit surprising.”

Vickie recalled the unexpected living conditions when they arrived in a small village in Kenya:

> I did not know before we went, there was no running water, there was no electricity. We were, we had been told that yes, we would have access to clean water. They had a well.

> And the electricity they said would be very spotty. Well, what that meant was in the afternoon somebody would collect our cell phones and take them into town which was about two miles away and charge them for us and bring them back. So that was kind of a shock when we got there.

As Vickie continued her story, it was obvious she had to make immediate assessments of the situation for herself and her students. The misunderstanding about the living conditions of the destination caused mental and emotional distress for Vickie and her students. This type of culture shock requires major adjustment of attitudes, thought processes, and daily procedures to adapt to the cultural conditions and expectations. She continued:

> After we got there, it was like…OOOOOK… not that I wouldn't have gone. I think I would have prepared differently, and I think the students would have prepared differently. You know to me spotty, spotty electricity is different than not, I mean we just didn't have any. So, I remember laying in my bed with the mosquito net over it with the flashlight on my shoulder reading their journals at night. So yeah, you do what you need to do at the time.

These unexpected situations require flexibility and adjustment to the cultural conditions which can be a challenge for faculty and students. The ability of a faculty member to adapt to unexpected situations is essential as students look to them to model their behavior and emotional tactics to adjust to any cultural variances. Vickie continued to explain how she dealt with the disorienting and unexpected living situation:

> Students just adjusted, we all just adjusted. I mean it was like there was no way we could turn around and go home. It is what it is. And you make the best of it. And I was really proud that everybody… the bathroom facilities was a little concrete pad with a hole in it

> and a door. And the shower was next to it, you would go to a bucket and get a little pan of water and go in there and that was your shower. So, it worked and everybody, you know, went with the flow. So, it was interesting.

Even though Vickie had experience working in a healthcare situation in Africa, none of her prior experiences or training had prepared her for this situation. Her response to the situation showed great resilience and emotional maturity in a difficult circumstance. Learning she had enough confidence in her personal ability to adjust and handle the vagaries of the situation was reflected in student reactions.

Richard shared how he felt when he visited the rural home of a middle-class bureaucrat in Nicaragua. He was surprised to find the condition of his home with dirt floors and chickens flying in and out. Relative to a middle-class position in the U.S., the contrast was sharply evident to him:

> I think the one that made the most impact was when we climbed up this hill where the stairs were rubber tires and visited the house of what should be a middle-class bureaucrat who works for the Customs Department…. and again, the house had dirt floors. He had one refrigerator in that house that was the only modern appliance, very few windows, chickens are flying in and out of the place, you had two and a half generations, three actually, living in that house with no privacy. If you take 1,000 square feet and run some wire under the ceiling and drape some sheets over it, those were the bedrooms, cook stoves outside and again this is a middle-class mid-level bureaucrat. (See Appendix G Figure 10).

After experiencing the rural living conditions, the next day they visited a movie theater and mall in the downtown area of Managua that was nicer than any he had been to in the U.S

(see Appendix G Figure 11). To Richard, the social contrasts in living conditions between the working class and the elite was remarkable:

> I think that was very poignant, especially in contrast to what we did the next day, which was to go to downtown Nicaragua and what would be their version of Rodeo Drive and went to a movie theater there where the women were wearing stacked heels and very fashionable, lots of jewelry. The movie theater was better than anything. And looking around at the stores and discotheques that were around there that even in a communist country, quote unquote, or a socialist country, the elites lived pretty good… nothing like these people. BMW's, you know, parked on the side of the road, all of that kind of thing and there's not much in between. Not a middle class like you would consider in our country.

Vickie shared her reaction to the living conditions of the people in the small villages in Kenya which were starkly different from those of a typical household in the U.S. Vickie explained how experiencing firsthand the social norms and the landscape made an indelible impact on her senses creating an emotional imprint (Dirkx, 2008).

> That one was in a little village. There were mud and straw huts. The kids just flocked around us. They just wanted to see us and have their picture taken. But that, that picture to me, I think the name of it is poverty. It, you know, you see the little girl with a really round belly. You see the little boy next to her with another child on his back probably a sibling. We were able to go into some of these huts. In this little village there were a lot of single parents because of HIV and AIDS. Lot of children had lost parents and so grandparents were raising them. You could have one hut and you could have four families in it. It was, it was poverty. Like I said, standing in the middle of that, is very

> different than looking at the pictures. When I look at that, I, you know what I hear around me and it's very silent. There's no nothing really. There's not even a lot of wildlife in that area. The smells, the odors also are something that you, you can't get from looking at a picture (see Appendix G Figure 12).

Although Vickie's cultural experience with people living in mud and straw huts may be at the extreme end of a cultural gap, her personal learning about daily life in rural Kenyan society was distressing to her. She was shocked at the cultural expectation for very young children to work to help support the needs of the family. As she shared the picture of a young child carrying water (see Appendix G Figure 13), she was clearly distressed at the memory:

> That was a child, she probably was no more than maybe four or five years old, and that was water that she was carrying. The fact that sometimes they have to walk a mile or two to get water and then carry it back and I try to remind students one gallon of water weighs seven to seven and a half pounds. So, you have a five gallon on, on your back and you have to do that at least once a day 'cause that is all you have the water for your cooking your bathing, your personal hygiene, drinking. And that, that picture just it was like...I mean I saw a lot of people carrying water, but a child that age…it just…man…

For Vickie, the extreme poverty and hardship conditions were perhaps most evident in the health care setting. The mission at the local hospital resembled a modern theme but they lacked the resources of American hospitals. Mud was tracked into the clinic. As a nurse, the visit to a muddy hospital was shocking to her. But she saw the beautiful twins that had been born in the muddy hospital. So, her reflection after that was changed in the knowledge that life goes on even with unsatisfactory conditions. She shared photos of the hospital and the twins that were born there (see Appendix G Figures 14 and 15).

> That was a sign that was in one of the hospitals in Kenya that we went to. It was a very rainy day, so when it's rainy it is muddy. And just looking at their mission, their vision. It to me sounded very Western, very, very American, but to me it looked more like this was what they wished they could do. Because just going into that hospital, you know, they don't have the resources. Just looking at…we were able to tour this hospital and the students were all looking around because, you know, you go from mud [outside], well the floors are muddy inside too. And that's the way it is. But in that hospital, and I don't think I shared this picture, there were twins that had been born, one boy and one girl, and I have a picture of them. So, I mean good things, good things do happen. Even though it's muddy.

For Vickie, this experience made a major impact on her views of global healthcare and societal expectations. She shared a picture of a billboard with a slogan from a laundry detergent that changed her views on looking past the dirty conditions that are part of the daily existence for much of the world (see Appendix G Figure 16). For Vickie, the road sign message helped her make sense of the healthcare mission importance to which she had dedicated her life:

> It was on a lot of buildings, and it was a campaign by Unilever for laundry detergent. and when I saw that, it just caught my eye in that, "see dirt differently", and it's like you know what, that is exactly what I learned. When, when I was there is like, you know what these dirty little feet and dirty little faces doesn't matter. It really doesn't, so I, that's just one of my favorite things that I… in all my trips that says a lot about what…how I feel.

Even though all the participants came with objectives and goals relative to their teaching fields, they all mentioned the significance of the cultural experience. Food was a part of the cultural experience that 9 out of 10 participants mentioned as it represented learning about the

diversity of cultures. For Theresa, experiencing the food was a significant part of experiencing the culture, "…food, oh my God, eating stuff that is absolutely incredible and that these people have so much to give and that I will never have had that Hungarian goulash like I ever had it over there."

Enjoyment of learning about the culture, including food, was one factor that made the programs enjoyable for the faculty. Julie appreciated the opportunity to sample authentic Chinese food and enthusiastically proclaimed: "…the food was even better than I had anticipated. I ate, they call mushrooms fungus over there, which it is, so I ate so much fungus and these amazing things called "tea eggs", Oh My God."

Several participants mentioned the juxtaposition of Western world culture intermingled with that of the local host country. Food and eating were also a means to attempt to communicate with local people. Mitch spoke about telling students about the food expectations prior to the program and being careful to not insult the host by turning away certain foods saying, "If you absolutely don't want it, say no, but don't make a habit of that 'cause it will be insulting, you know."

Richard was dismayed at the scanty lunches he and his students were fed in the rural areas of Nicaragua but then realized that was normal for their culture (see Appendix G Figure 17). Richard shared photos of food and cooking areas in rural areas of Nicaragua (see Appendix G Figure 18) as well as pictures of the wealthier city of Managua. He noted the contrast of seeing primitive cooking areas in the rural areas compared with the Carl's Jr., Pizza Hut, and Hard Rock Cafe signs in the capital which revealed societal differences in caste (see Appendix G Figures 19 and 20). Bruce mentioned the glowing, decorated trees in Managua that were a political showcase at the cost of all the people (see Appendix G Figure 21). He commented that you have

to look deeper at what is behind the exterior in countries to see the underlying social aspects of the country and the people explaining, "…it's a tremendous, tremendous cost of electricity for, you know, a country that doesn't have a whole lot of resources."

In contrast to the expensive glowing trees, Bruce was impressed by the obvious happiness of the people in the rural areas even though they possessed very few material goods. This happiness made an impression on him as he compared social norms between countries, revealing:

> …[it] is striking how these people are happy with what they have and we're not. It might be the biggest thing is that as Americans, and I'm not saying it cured my life forever or changed and radically, judging by all the Apple products I have around here, but it definitely showed me that in other places, you know, what you want is way different or what you think you need than here, because again that's the first time I've been that up close to somebody who doesn't even have a window in their house.

The vast difference in cultural and societal norms in underdeveloped countries can be an emotional learning experience for faculty leaders as well as students. Richard shared a picture of a school in a rural area of Nicaragua, (see Appendix G Figure 22), which made an impact on him:

> That's the inside of the classroom. No textbooks per say. What they did have were all piled up in the corner and were mostly mildewed and soiled but that's what the inside of a classroom looked like at the public school.

Richard continued to reveal that his perception of Nicaraguan society and culture was very different from that of typical American households:

> …you look at their culture and they have so much more they need just to get to what I would consider a basic subsistence level. I think that their view of life and death is way different than ours. They don't live as long. There's no safety protocols anywhere hardly in that country. I mean you see you know three people riding on a little scooter and the mom sitting in the back putting lawn chairs on her head and not holding on anything at all. So, part of it to me is what we take for granted is amazing and what these people take for granted would shock you. What they accept as a normal way to live is far below anything we would accept.

After becoming accustomed to the newly learned customs and routines in a country, the participants realized that these behaviors must suddenly be reversed upon returning home from study abroad. Readaptation can take time to regain the psychological and emotional stability found in the home culture. For some faculty, reentry adjustment when arriving back home was difficult and mentioned getting back to routines took conscious thought.

After arriving back home from a three-week study abroad program to the Galapagos Islands, Mitch experienced a sense of disorientation. It took him several weeks to get used to the English language, to the landscape, and to even driving a car. Unprepared for this feeling, he admitted:

> …it's very disorienting to come back home. Because of the trees and grass, you know, is different. And getting used to hearing English again is very different. And then, I'm not driving when we are there. We walk a whole lot, and we have a bus that takes us on a couple of things. And there are taxis down there so if you really want to take a taxi, you can. But getting back in the car and driving the first time like the next day after I'm

> home…it's just… [pause] it takes me a good week or two to, to get used to being back home. And I had no idea that was going to go on either.

Mitch also spoke about how daily habits that had become second nature in the Galapagos had to be relearned after returning home. For him, it was a culturally disorienting process to learn proper toileting habits such as brushing your teeth with bottled water to avoid parasitic infections and using expected bathroom techniques while in the Galapagos. After returning home, he found it difficult to get used to using tap water again, reporting, "Coming back home, it is, it's, it's almost hard to get used to and, and thinking about, oh I can do this again." After returning home, he had to make a conscious effort not to continue those procedures and it caused some disconcertion:

> The sewage system there is different. And when you're using the bathroom, that paper cannot be flushed. So, there are garbage cans in each of the bathrooms that have a lid on it. And so, you gotta put the paper in there and they're emptied every day. And so, I've gotten used to that. And then when I've come back home, I get the threat from my wife…if you do that here, you're gonna be… we're getting divorced. [laughter]. And I have to really think about it, you know, not to do that when I come back home.

Participants not only had to deal with their own reentry shift, but also the emotions of students' reentry challenges. Vickie related an experience when students took reentry very hard, and she had to help them readjust from the culture gap:

> And when we left Haiti, we would go back to the Dominican Republic. We would stay in an all-inclusive resort for two nights to kind of decompress before we got our flight home. And the first time we did that, and we pulled up to this place, I turn around and

> students are crying. And I was like, "What's the matter?" and they said, "we shouldn't be here." I mean, this is too much, and it was like… Wow… I wasn't expecting that.

Even though the study abroad program length was short-term, the participants still experienced a sense of a culture gap. Their societal expectations were challenged which led to shifts in attitudes and identity. By learning about the culture of their host country, they learned that their own views of American culture had shifted creating a transforming sense of themselves and a broader view of the world.

Intercultural Competence

Intercultural competence has at its core the ability to effectively and appropriately behave when interacting with people from culturally different areas (Deardorff, 2009; Fantini, 2009). Julie spoke about how the study abroad programs heightened her sensitivity to cultural differences and the idiosyncrasies that her regular students face. She mentioned, "I definitely developed more empathy for non or low English speakers in the U.S. because you know it is very hard to go to another country and try to communicate and get things." The study abroad experiences allowed her to see perspectives from the viewpoint of another culture leading to reflection about her own attitude toward students:

> It's definitely made me more sensitive to overall cultural differences that there are…you know general cultural differences between the U.S. and other countries. And it makes me want to make sure that the international students, especially because it is their second…fifth language you know really try to make sure that they are understanding what I am saying because you really think about the slang that we use, is not what you learn first if you are in a school program where you are learning relatively formal English. You know…what's a soft tomato?

Vickie also spoke of the importance of cultural sensitivity and overcoming cultural boundaries. She echoed Julie's thoughts when she spoke about varying ideas of students, "just because they're different from yours, doesn't mean that they're wrong." Vickie spoke about intercultural competence saying, "Being aware of somebody else's culture and how that culture affects your, your beliefs, your virtues. And that you, you don't have to know everything about another culture, but you need to realize that there are differences." She also mentioned examples such as looking directly into someone's eyes may be offensive in certain cultures or in male dominated cultures it is always the oldest male who makes all decisions for the family.

Bruce admitted he was not familiar with the term "intercultural competence" but offered a possible definition:

> I am not familiar with the term in its, you know, academic sense what it would mean to me would be seeing cultures, and again I don't know the academic usage of it, but I would say that it means that you see cultures as parallel, seeing cultures as equally good, being able to look at another culture neutrally if not positively and studying it from that sense.

Bruce also added that training should be promoted in all disciplines. He noted the soft skills such as cultural competency are something that can be improved through study abroad:

> …these intercultural soft skills that need to be incorporated as you go along. It's not just hard knowledge and I think that's something that you get from study abroad. …it's being immersed in that culture and seeing that culture in operation and from that you get a greater understanding of them, of us, of yourself.

Richard also had not heard of the term but offered the following, "my guess is, intercultural competence is your ability to navigate a multicultural world, dealing with overseas

cultures, international cultures, in a way that's inclusive not judgmental." According to Theresa, intercultural competence means the ability to listen and remain open to new ideas. It also means being familiar with the parameters of your own culture to be able to experience that of others. She referred to it as an awakening and a new perspective about the world around us:

> …openness. Um, the ability to listen instead of talk. Just sort of the attitude that there is so much to learn from the others, knowing who you are even more because of your travels but also now being able to experience that with others. So, it really is a perspective, it's an awakening, there really isn't… that's why [I] feel everyone needs to travel outside of the country. And it is, it is a perspective, it is real openness in your education, of your outlook, and your ability to know what a big ass world this is.

Theresa further offered that you bring a new critical perspective and openness when you return home. She pointed out that if a person does not have a basis of comparison the concept is abstract. She told me that you, "come back with a critical perspective and I think it's that critical perspective which is part of that intercultural competence. Does that make sense? Because until you do it, you have never experienced another culture, it's all abstraction."

The unique position of being in the social minority was a new experience for most faculty. Expressing feelings of disturbance and uneasiness, several participants realized a new sense of empathy for other people in minority circumstances. Cindy was surprised about the cultural variations and local reactions she experienced in India and admitted she was not prepared for dealing with this challenge. She had to learn how to address this aspect of societal and cultural norms and how to talk with students about it admitting, "I've definitely had to take a step back and do some learning on my own in and ways to talk about [*sic* with] students…" After realizing the effect cultural differences had on her students, Cindy had to reassess the level of

emotional protection she had to offer. Being able to recognize and deal with this caused her to view cultural differences from a different level. Her feeling of responsibility for keeping her students safe, not only physically but emotionally, presented her with an opportunity to develop a capacity for empathy in an unfamiliar situation. It also revealed reflection and learning in the field when she observed the problem, thought about how to deal with it, and then took steps to ease the issue. Relating to Kolb's experiential learning cycle (Kolb, 2015), this dynamic learning experience occurred after encountering a new situation, reflection on the experience, formation of a new idea, then applying it with active experimentation.

Ethnocentrism

After leading study abroad programs, faculty often reported seeing the U.S. culture through an altered lens. Both the strengths and weaknesses of the home culture became clearer as they now had another culture with which to compare values and standards. Most faculty mentioned that they no longer took the modern comforts of American culture for granted. Vickie realized how materialistic and wasteful Americans are in general, "I think we are much more obviously materialistic, we're wasteful." Bruce also noted that after seeing the lifestyles of the Nicaraguan people he felt people in the U.S. were materialistic and lacked the ambiance found there. "We're materialistic, we're jingoistic... it's just there's a lot of you know we have all this stuff and we're not happy…"

The faculty leaders learned there are cultural variances, but those differences are not threatening; they are just different. Learning about other cultures opened the opportunity for them to see their own culture and their place in it in new ways. Personal ethnocentric views came under consideration when viewpoints were altered providing an opportunity for personal growth.

Melinda explained that community college students are an integral part of their rural community, and they often don't have a lot of exposure to diversity. She mentioned the ethnocentricity of our culture saying, "the United States is so ethnocentric." In her county, there is very little diversity therefore offering the study abroad programs enriched the diversity awareness of the entire community:

> I feel like especially with community college students that they're so, they are so ingrained into their communities and so many of them, 'cause they have no money, that's why they're going to the community college; they don't, they don't get exposure to diversity a lot of times.

Vickie explained how leading study abroad programs has changed her view of the U.S. and her views of her own culture:

> I think a lot of it has to do with reflecting on my own culture and knowing how privileged we are. Because I know that much of the world is not like this and... I'm not sure how to explain it.

Theresa told me that she now appreciates the similarities and differences of other cultures, "we as a people have so much more in common than we do have differences and that our differences are wonderful." She felt after seeing the happiness found in other cultures amidst difficult circumstances that the study abroad experiences had made a big impact on her own life declaring, "I'm a better person after having gone and experienced these better people." Not only did the experience make an impact on her but provided the opportunity for her to see herself from a new point of view. Theresa also spoke of how seeing how other societies and cultures function made her think about her own society and culture and potential changes that could be made:

> I tell my students this too that every time I travel it makes me really appreciate where I live more. It also gives me a critique, so that I'm not immersed in this idea of this is the only way that things get done, this is the only way things should be. So, it's an appreciation but it's also a really critical viewpoint of my own self in place.

Melinda agreed with this idea and noted after leading the study abroad programs her views on U.S. culture were altered:

> I've definitely changed my views on United States as a whole, on American culture completely. I don't think we, we got it right here, you know, I've learned that I didn't know any different. I believe that we definitely have a lot to learn from some of these other cultures and countries, and it's just a shame that so many people will never, never feel that or understand that, you know. I think I've learned different values.

Bruce found Americans tend to try to force their culture onto other cultures saying, "they're functioning just fine; they don't need us to come in and tell them necessarily how to do things." He followed up by saying:

> …accepting the culture that you're studying, that you're in, that you're immersed with as it is and not place your expectations there on… not force it into a box 'cause we're good about that as Americans, we're really good about that as Americans. We think its American exceptionalism, run with it large, ah, everybody should be like us. …we could benefit from again more study abroad, more realization that other cultures are functioning just fine as they are ah doing well. We have lot to learn from them as well, you know, we can help them, they can help us, you know, we're all in it together.

Richard spoke of the problem with ethnocentricity and mentioned less developed countries are "aware of our culture on it, I mean you can't escape American culture." He added:

> …we always think about us, us, us, us, you know. I said Europe's not much better. The developed economies are very… their own ethnocentricity. French centric, British centric, U.S. centric, our idea with documentary is to send somebody in and say oh look at this poor village and not think about the ramifications of when we want to fix something it may not be something that needs to be fixed down there. So that that struck me too.

Richard felt we are advanced in technology but less so in other areas. He felt the American culture has a view that the American way is the only way. He felt it is important to get over the idea that we are better than everyone else:

> We are very arrogant as a society in America. Governmental and even among ourselves we think the American way is the only way. And I think our kids grow up believing that too. I think obviously it's reflected in our foreign policy, you know, let's go get involved in Iraq and then let's make them a democracy. And if you had intercultural competence, you would have known the divisions in that society are millennial, you know those have been around for millennia. You are not going to fix that. So, I think it's incredibly important to get over this Western idea that we're better than everyone else and that our way is [THE] way just because we're quote unquote 'advanced.' We are advanced in technology we're not advanced in everything. In fact, you could make an argument that we are less than advanced in other areas.

For Mitch, the study abroad program made a major change in his personal beliefs about the superiority of Americans. He admitted the idea that U.S. citizens are superior to everyone else had totally been wiped from his personality:

> I wasn't very strongly on this point of view, but it is much more cemented in that we're not necessarily better than other places in other countries… we're different… as I was saying a little bit earlier ago. The types of foods and the music and types of things that we appreciate, the sizes of our houses and our roads, septic systems, you know I mentioned about the, the toilet paper in the garbage can. You know, it's just a different way of looking at things, and you know. It's kind of homed in with American culture, you know, we're number one. You know, everyone wants to come to our country, you know, as far as immigration. Or the majority of people immigrate to the U.S. more than they do to other countries. So, we gotta be the best. And I no longer feel that way in any shape, form, or fashion. I'm not saying that I don't love the United States, I've lived here, but the idea that we have to be superior to everybody else has totally been wiped from my personality.

Mitch even suggested that after his experiences leading the study abroad programs, he would be comfortable living in another country, "And I could potentially see myself when I'm older and retiring, you know, I could see myself potentially living in a different country, than sticking here to the USA." Melinda agreed and mentioned, "I definitely have different perspectives of different countries. I have highly considered moving out of the United States myself. I especially like you know, Tico time, and Tico world. I just love Costa Rica; I would move there."

With lots of prior international travel experience, Charles and Jasmine related they did not feel they had learned much new about the people or places they visited while leading the study abroad programs. Both faculty related stories of prior exposure to various cultures during their lives that had made an impact on their views of other cultures and societies. The objectives

and goals of the study abroad program may or may not align with cultural and social learning expectations.

Sense of Identity as a Teacher: Why I Do What I Do / Experience Through the Eyes of Their Students

Emphasizing value and interest in student success, study abroad research has traditionally concentrated on the experience of students rather than faculty (Bista, 2016). It was challenging for the participants in this study to reflect on their own experience rather than that of their students. When I asked Mitch to describe a significant moment that made a meaningful impact on him personally, he replied, “On me? You’re not talking about the students? You’re talking about me as an instructor?” Near the end of the interview when asked if there was anything else she wanted to add to the discussion, Jasmine commented, “No, I appreciate you doing it, like I said that made me think a lot about… yes, I think about the students all the time, but I don’t really think about me.” When asked the same question, Bruce added he enjoyed the conversation and appeared to be appreciative that someone would be interested in his experience. He said, “I’ve never had this conversation before you know, about what is it that is going on, ah with the program and, and with my perspective on it. I’ve never been necessarily debriefed like this which is very refreshing.”

An integral part of the experience for the participants resulted from personal gratification of being able to show their students other parts of the world and to share cultural experiences with them. When speaking of the study abroad experiences, Vickie expressed this emotion recalling, “they all kind of left me in awe when I would just stand back and watch students.” Julie noted for her, one of the rewards of leading study abroad programs was seeing her students’

learning experiences, “and obviously seeing the students getting excited about stuff and learning things and appreciating things is obviously very rewarding and satisfying.”

Even though Jasmine had extensive international experience, it was exciting for her to be able to see newness through the eyes of her students and commented, “it was like you know watching an earlier version of myself.” She further observed:

> …you know, I mean I remember, you know, the wide eyed, you know, just all I relived that through watching my students, you know, many who had never been on a plane before, and this was their first stamp in their passport that they got only for this class, you know. So that was really cool to just see to see their awakening and…be able to see it in them and relive that excitement.

Taking an active part in the service-learning portion helped Bruce see the experience through the eyes of his students (see Appendix G Figure 23). Bruce spoke of being mindful and being present with the students and the experience and how he even remembered the smell of the beautiful coffee perfume, “… be present… be there …and I think that gets to picking the coffee… be present… be there.” He followed with:

> … it shows that engagement… it shows that involvement with the community at a, uh, a good level. It also was a new experience for me, you know, I’ve never done that before and so it was interesting for me to go in and to participate just as our students would. To see their viewpoint with this and to have, you know, again a new experience to add that to you know the belt.

Along with the other participants, Vickie felt a lot of gratification from watching her students’ response to the experience. She related a personal moment for her after looking at the pictures she sent commenting, “[the students] are just so involved and so immersed in the

experience that my gratification was just watching them up and not hanging back and relying on me to tell them what to do." She also spoke about the impact leading study abroad programs had on her life:

> I think it's been very fulfilling. It's an experience that has given me so much satisfaction to be able to watch my students do what they did and to get out of the experience what they did. You know they, they got it. They understood that it does make a difference and that they can change things, and it doesn't take a lot other than kindness and compassion to be able to do that. And to me that is… that's the most awesome thing…this experience. …and it, it does change the way you perceive things.

Spending time with students on a daily basis had an impact on how participants saw challenges many students face outside the classroom. Mitch related he got close to students eating with them and spending time with them. As a result of leading study abroad programs he felt an increased sense of empathy towards their needs and problems:

> You get much closer to the students when you're on study abroad. You, you know, you're living and eating with them and spending your time with them. And then I'm there for four weeks. And I think maybe that along with the Covid situation, I have found that my empathy level toward students and my view of the students say in a positive way rather than, you know, these are just like lazy students like you tend to…you know, so many professors feel. A lot of that is chipped away. You know, I feel closer to some students….I feel that I'm much more sympathetic and open to students who are saying, you know, this and this happened, I wasn't able to get my assignments done on time and I'm much more sympathetic with giving them an extra 12 or 24 hours than I used to be. I used to be pretty hard core on that and a lot of that has etched away. I would say the

> majority of it really was from the Covid situation, but those initial chips off the wall were coming off because of study abroad.

Mitch also found enjoyment seeing his students being able to experience another culture. Mitch found meaning in watching his students experience the Galapagos Islands (see Appendix G Figure 24) and noted how their experiences were a gratifying part of the journey for himself saying:

> And then you know I'm just looking for new, new experiences in general, and I enjoy seeing the students get those experiences. You know, hiking up on a volcano, coming across these animals that you only see in one place in the world. We've had students, you probably have come across this, that have never been on a plane before.

As an experienced study abroad leader, Theresa had seen the Acropolis before, but she found meaning in visiting there again by observing her students' experience. She saw the excitement on their faces when their classroom knowledge became real to them:

> So, that's kind of what I get out of it. It's just seeing their faces… when my kids climbed up to the Acropolis … I mean I can't believe their hands still worked. And I know they were part selfies, but who cares, they were so amazed that they were standing in front of the Parthenon and that the whole [text] book finally came to life. So, you get to see it, it's amazing. It's watching… it really hit them… it's so outside their ordinary. It's like, this is what is means.

Theresa's observance also revealed an important aspect of leading study abroad programs for leaders of who have to think about repeated visits to a specific location. Finding motivation to return again and again to a particular location and still show enthusiasm for their students could be challenging.

Love/Hate Relationship with Study Abroad

A search of the interview transcripts revealed positive comments (32) outweighed negative comments (21). Some of the positive terms most often mentioned included awesome, amazement, loved it, and fun. Negative terms included anxiety, stressful, and frustration. Positive comments describing the experiences such as exciting and exhilarating, were sometimes in the same paragraph as the negative comments like anxious and terrifying.

Combined with the rigor of teaching in the field and the intense responsibility for student well-being, the choice to continue leading study abroad programs was a personal decision for participants. Bruce spoke openly about this conflict in emotions between enjoying the experience and responsibility for students. He confided the stress placed on a faculty leader to manage all the details and make sure students were safe while involved in the learning aspect of the program was intense. To be able to successfully motivate the group, he observed the faculty leader must always be responsive to student needs which can be emotionally draining:

> So yeah it, it, it's, I enjoyed it. I still enjoy it. I think the experience is very good. But for me personally, it did take a toll and you know keeping that motivation alive within the group, a leader also always has to be on…always has to be positive.

Bruce further revealed the stress of dealing with unexpected situations can push the balance against the positive aspects of leading study abroad programs:

> As far as the leadership, it frankly took a toll. It's stressful, very stressful by nature. So, leading these trips became to a degree very, very stressful because I'm sitting there managing everything with it trying, for instance, when we were snowed out to keep them motivated. I had to make some very serious decisions.

Bruce continued to express feelings of distress and decided he needed to take a step back and ask someone else to take over the leadership duties:

> That's very, very stressful when you're not, you know, prepared for it. Because who prepares for that? … And I think I did an OK job doing it, but it took its toll with it. In fact, with the study abroad program, I've taken kind of a step back on it for you know some personal reasons. I needed to step back to recharge myself with it. Ah, I enjoyed it immensely though.

Bruce's comments were indicative of the love/hate relationship with leading study abroad programs. The ups and downs of decision-making and myriad responsibilities can take a mental and emotional toll on community college study abroad leaders. This mental and emotional rollercoaster ride often shifts between excitement and exhaustion or joy and stress. Bruce could see the value in leading the programs but the heavy responsibility he felt for his students outweighed the benefits for him personally. His decision to step out of a leadership position did not diminish his belief in the value of study abroad but indicated he learned limitations about himself and how much he could comfortably manage.

Summary: Personal Identity: Who I Am

Finding personal meaning in leading a study abroad program was a hidden value as most participants admitted they had not thought about themselves as benefitting from the experience. Even though they all admitted they had learned more about themselves after their programs, most had not reflected on the ramifications for their personal development. They freely spoke of the benefits for their students but for most, it was only after reflection on the interview questions they were able to articulate their own meaningful personal growth and development. Participants

agreed that they had gained a deep understanding of and appreciation for other cultures and societies through their international experiences.

Findings: Second Research Question

Research question two is: How do community college faculty describe how they apply what they have learned in their non-study abroad courses? Operationally, this was related to any pedagogical changes that the faculty incorporated into their non-study abroad classes as a result of the personal and professional learning impact made after leading study abroad programs. The cultural and societal reinterpretations and changes in how the participants now view cultural competencies were reflected in their resolve to take action from the experience.

Even though all faculty expressed the primary intent of leading study abroad programs was for the benefit of the study abroad students, their reflective insight gained in the international experiences for themselves was shown in their desire to share the knowledge with their non-study abroad students. The realization that social and cultural assumptions may impact students' learning created the motivation to connect their study abroad experiences with classroom globalization efforts for all their students. Their reflection on their previous pedagogical practices was changed by a new understanding of the importance of their relationship with all students and the added dimension of a more globalized classroom experience.

Bringing it Home: Faculty Leaders as Change Agents / Connecting Who I Am with What I Do

The intersection of professional and personal identity roles often place faculty in a revised sense of self-efficacy. After the study abroad experiences, participants realized their added potential as change agents for their campus-based students. Palmer (2017) suggested, "…the personal can never be divorced from the professional" (p. xix). All participants realized

their added potential to bring meaningful global knowledge, as well as cultural and societal insight to their classes.

Changemaker

A major goal for most participants was the desire to be a changemaker for their students and their community. After leading his study abroad programs, Bruce was even more cognizant of his role as changemaker. His international experiences and leading study abroad programs helped him be more supportive of international students in his classroom. He also felt it was important for educators to see and experience the subjects they are teaching about:

> You know all these things are in place now because you traveled because you been, because you've seen. And if you don't do that, particularly as an educator, if you just do it by book, then it's really very, to me, sterile. You can't live it and that's I think important and that's also something that I brought when I was recruiting and talking with students, with [community] groups, was telling them that they needed to go out and see the world.

Bruce also felt the experiences had helped him learn about other cultures and in turn changed his ideas about himself and his place in the world:

> I think it has made me more globalized too as well as the students. Again, going to other places, seeing other cultures, talking with other people is a very important experience. You need to have that to become richer in yourself. You need to have stories and again interactions.

Faculty / Student Relationship

One of the significant and somewhat intangible impacts of leading a study abroad program is the close relationship that develops between faculty and students. In the campus-

based classroom the opportunity to develop such relationships is not typical. Cindy mentioned this unique relationship with the study abroad students by saying, "…I always get very attached to the students, they become like family to me and I kind of mom them a little bit." Melinda agreed and commented about the family aspect of community college students by saying:

> You really get to know your students and you really get to know the people that you're traveling with. Like I said, I set it up as a family atmosphere anyway which works out great because with community colleges you know a lot of them are very family oriented so that's nice.

Vickie remarked about the impact of leading study abroad programs on her relationship with students. After leading the programs and spending considerable time with community college students, she was able to get a close view of their lives, their struggles, and their challenges. This intimate view into their lives changed her personal viewpoint and she is now able to see more clearly what matters and what is important for students. By realizing these priorities, she has subsequently become more understanding and better at meeting the unique needs of community college students:

> …being able to meet students where they are. Whether it is, you know, they can't come to class today 'cause they have no childcare, or they have an appointment for somebody in their family and that can't be, can't be changed. OK, well you know get your notes from, from a class member. And I think it is just being more understanding. When we were growing up, my sisters used to call me Sergeant Vic. [laughter] I was very organized, and things had to be done this way or no way. I am totally not like that now…I think that these experiences really have kind of helped me not be that way.

As a community college professor, Vickie felt the experience of leading study abroad programs had changed her, personally enabling her to see students with increased empathy:

> I think I can be a lot more empathetic with… something that I hadn't really thought about before is our student population. Community college students… we typically don't see the students right out of high school. These are older students. Typically, they are working full-time jobs trying to go to school. A lot of them are single parents. There is a lot of food insecurity. And I think sometimes we forget that. …and some of our students are even living at the poverty level. They value education because they are doing something about it. And I think that doing what we can to support them is really, really important.

The resultant development of "soft skills" such as increased empathy for all students made an impact in the classroom. After leading the study abroad programs, Vickie expressed a deeper commitment to make a difference in students' lives:

> I mean just showing respect for different cultures. Being able to say yes, I've experienced that and it, it did change me. To admit to some things like that with students has let them know that it's OK to feel this way and, yes, what you do and what you say can make a difference.

Regular Classroom Changes

All 10 participants took steps to integrate their study abroad experiences into their regular classroom teaching. Richard summarized, "I don't care what discipline you're in, you're going to take something back you can apply to the classroom."

For Mitch leading a study abroad program made a significant change in his point of view of how he teaches his regular classes. He could see a direct correlation between the experience

and his classroom dynamics. His enhanced enjoyment in teaching resulted in positive outcomes for students in his regular classes. He reported:

> Being down there and focusing, you know, when I've tried to make that class relevant, and which made me think I need to have this real-world data to connect the students to the Galapagos. And that is, again, it's kind of spread into me and my overall general teaching on campus and um has pretty much significantly changed my whole point of view in the way I teach the class. And I'm enjoying it more. I've had students say that they enjoy it. My student evaluations have gotten better. And my grade distributions have gotten better since I've done this.

Cindy related she had enriched her regular classes from her experiences leading study abroad programs. She spoke about having an expanded skill set and a changed perspective which contributed to her professional development:

> …every time I go back to India, I learned something new, so I'm always bringing that back to my classroom. So, I think from an educator standpoint, I'm a better educator that way. … So, I think just professionally it just has equipped me with an expanded skill set. Every time I go, I learned something new and then certainly that leadership…. But then I think it's just expanded my lens as well, which makes me a better trainer and makes me a better facilitator, I think it makes me a better professor to have that lens.

For Theresa, combining a passion for the subject with real life experiences makes teaching more meaningful. She felt students get more out of a class when faculty personalize it. Adding study abroad photos into the lectures not only added a sense of fun but helped her globalize her classroom in a personal way:

> I have a picture of me on the camel, I have a picture of me holding up the Taj Mahal, I have pictures when I was in Nepal in front of the woodwork doors, and I had no idea they were as amazing as they were, until I just walked down the center of town and went ahhhh… Doctor Strange was here, and telling them that I had a tour guide take me in Kathmandu where Doctor Strange went into that little area where they shot it.

Theresa also spoke about experiential knowledge gained which helped add expertise and confidence in her subject:

> I think the biggest thing professionally though is just pure knowledge base. It is nothing like what you've learned [from a] textbook. So, until you have context, how can you teach the material, I mean until you seen the Mona Lisa is a tiny little picture in a big room with cameras flashing, I mean it's really difficult it is, it's an abstraction and so all of this knowledge I'm now imparting is personal, it's no longer an abstract idea or a thought, it's real, I've been there I've seen it.

Participants spoke of the added depth the stories and photos brought to their lectures. Charles mentioned how having the experiences gave him a feeling of authenticity and added a dimension of power to his teaching:

> I mean, I think there's something that is powerful about, rather than just like clicking through like a slideshow that's published by you know a textbook publisher, I'm showing my own images shot in these different locations with students, you know, who are in the same seats as the students who are looking at the images now. I think that's powerful especially if there are some of them in the room, where you can be like yeah well 'students' went up to the Burgess Shale with me just last summer and here's some of the stuff that we saw, you know. I think that creates a sense of belonging perhaps for that

> student and hopefully like a sense of like being near to greatness from the rest of them, you know, this this sort of sense of excitement that comes from adventurous travels and hearing about them.

Bruce mentioned how the study abroad programs added depth to his lectures and with the newly learned information he explained he could, "expand upon things, you can answer questions more deeply, you can incorporate pictures."

Globalization of the Classroom

Jasmine summarized the importance of globalizing the classroom, "It's a global world you know. I mean it's so much more personal when you've been there." Cindy echoed this importance:

> We live in a globalized economy, and so the chances are very high, that all of us, …all of our students are going to be working in corporations or with individuals who may have a variety of different cultural backgrounds and cultural experiences and cultural frameworks. And so, I think it better equips them to be better colleagues in the workplace and to be better citizens of the world and to be more mindful of what is going on in other parts of the world and to recognize there are humans behind those issues.

Richard said, "every profession is globalized" and it is important to globalize every class. After leading the study abroad program he increased the importance of globalization in his business and economics classes stating, "I globalized it a lot more in all three subject areas, especially trade, because international trade is covered in all three of the courses I teach."

Julie mentioned after being a study abroad leader, "all this cultural experience that I can bring back and share with my students" was a bonus. Julie also felt the experience helped her bring important global examples to her regular classroom students:

> …it encouraged me to globalize the art materials that I show in my ceramics and art history classes even more, so that students get a broader idea of what is out there. It's neat because I can share cultural commonalities between cultures with students, I can share different figures of speech with students, like these people who had these electric golf carts were giving us a hard time about taking us all the way to the bus and our local guide who was a woman started yelling at them in Chinese and they took us over to the buses. She was like "we are not soft tomatoes" (laughter) we were like "we are not soft tomatoes"! (laughter)

Even after enjoying many personal international trips, Richard felt he had become a better change agent in his classes after leading a study abroad program:

> Yeah, again the college has been trying to globalize, and teachers that don't travel, I think are having a harder time grasping how to do that, maybe just doing an essay or something. But I actually can now relate an experience, several, on so many different levels.

As well as adding content to her lectures, Julie also shares images to help globalize her ceramics classes. Leading study abroad programs encouraged her to, "globalize my art materials even more, having those firsthand experiences, having images to share..." and is considering adding a cultural section to their ceramics classes.

Jasmine worked to globalize all her classes and strives to include the various cultures of her students reporting, "I include something from their culture or their country in in every single one of my classes." She even found ways to globalize genetics:

> …my Syrian student was, I used Bob Marley in a genetics example, and she was blown away that Bob Marley was part Syrian, you know. I am purposeful in making sure and so

not just including that student, but it lets all the other, other students learn something about somewhere else in the world, you know, and using examples that are not American.

Conclusion

The themes that emerged from this study illustrate the complexity of the participants' experience leading short-term study abroad programs at the community college level. After the experience, participants related meaningful reinterpretations of their personal social and cultural knowledge base which in turn made a significant impact in their teaching methodology concerning globalization efforts. The participants reported a myriad of multifaceted responses to their experiences leading to changes in personal identity mindsets which form the development of professional identity change. Combined, the personal and professional identity development led to changes in classroom dynamics relating to globalization and a greater understanding toward intercultural competence-based strategies.

In the fifth chapter, I will discuss the major findings of the research analysis in the context of lived experiences of the participants. I will also summarize the resultant classroom changes after leading a study abroad program. Also, I will discuss the related literature, limitations of the study, and recommendations for future research.

CHAPTER V

DISCUSSION, CONCLUSION, RECOMMENDATIONS

With a focus on how participants describe meaningful learning, this Interpretative Phenomenological Analysis (IPA) study was conducted to explore the social and cultural learning experiences of community college faculty who lead short-term study abroad programs. The goal of the study was to provide background knowledge and subsequent practical applications for community college faculty and leaders. This study contributes to the literature on faculty identity development after leading the programs and any correlated pedagogical changes in the classroom.

Three personal experiential themes were identified during the data analysis portion of this study. To support these findings, the themes were then qualified with verbatim quotes from the participants as given in Chapter Four. The personal experiential themes were: Professional Identity: What I Do / Leadership Role, Personal Identity: Who I Am, and Bringing it Home: Faculty as Change Agents / Connecting Who I Am with What I Do.

Study Summary

With this study, I sought to explore the social and cultural learning experiences of community college faculty who lead study abroad programs. While many studies of education abroad have been performed to examine student experiences and outcomes (Kuh, 2008; Raby et al., 2014; Tarrant, 2010), few studies have explored the experiences of faculty who lead the programs and in particular community college faculty (Bista, 2016; Raby & Valeau, 2016). Suggested implications from this study indicate the lived experience of community college faculty study abroad leaders may lead to personal and professional identity changes which subsequently contribute to internationalization efforts in the classroom. Robertson (1996)

asserted adjustments in existing paradigms create a ripple effect from the individual to their immediate surroundings. With little comparable research available, the findings will be useful as foundational work for future studies in this area.

Purpose Statement and Research Questions

The purpose of this study was to investigate the personal impact of leading short-term study abroad programs for the community college faculty who lead them. The research questions guiding this study were:

Q1. How do community college faculty describe personally meaningful forms of social and cultural learning, if any, from leading a study abroad program?

Q2. How do community college faculty describe how they apply what they have learned in their other campus-based courses?

Review of Methodology

This IPA explored the lived experiences of ten community college faculty who led or co-led study abroad programs between 2010 and early 2020. With one or two semi-structured individual interview sessions averaging over 120 minutes each, I explored the perceived learning experiences after leading the study abroad programs. Participants were purposefully selected to represent a variety of teaching disciplines as well as college size. A pilot interview was conducted to review the suitability of the interview questions.

The initial method of data collection was an electronic survey using Google Forms to determine the participant eligibility for the study. The survey also ascertained background information of each participant including number and destinations of study abroad programs led or co-led in the past 10 years at the community college level. As a secondary method of data collection, the survey also asked participants to share at least five photos or other artifacts that

represented a personally meaningful experience during their program. This resulted in 162 artifacts provided by the participants. The artifacts were coded and used to help enrich the narratives of the participants as they reflected on the meaning of each artifact. The primary method of data collection was Zoom or telephone interviews which were manually transcribed with help from Zoom transcripts and electronically recorded files. To verify accuracy, member checking was used by sending each participant a copy of their transcribed interview and asked for corrections (Hays & Singh, 2012; Peoples, 2021). I also kept a reflective journal (Creswell & Poth, 2018) after each interview to enhance awareness of researcher bias. To provide validation for my thematizations, two peer reviewers assisted with the analysis of at least three of the principal transcripts.

Discussion of Findings

The faculty in this study were exceptionally willing to share their experiences in leading study abroad programs and the rich dialogue provided a plethora of information. Comments provided by the participants were individualized according to their specific experiences and study focus but were consistent for this population of community college faculty who had led short-term study abroad programs. The participants made sense of their study abroad leadership experience by describing positive and negative reactions, renewed, or changed social and cultural mental concepts, and how they made use of these newly gained understandings. Of the three main personal experiential themes, professional and personal identity development formed the basis of the first two and the practical application of newly gained experiential knowledge was the third.

Professional Identity: What I Do / Leadership Role

Modifications in social constructs and in organizations require a continuous change in professional identity (De Weerdt et al., 2006). As a learning process, faculty professional identity development involves a multitude of learning factors that are dynamic and multidimensional (Beijaard, 2019; Geijsel & Meijers, 2005; Kroger, 2015; Trede et al., 2012). Professional identity enhancement resulted for participants as they gained confidence in their leadership role with planning, decision-making, and execution of their study abroad programs. Seven of the ten participants mentioned that after leading study abroad programs they felt they had developed professionally, especially in leadership skills. The other three participants all had extensive previous experience leading study abroad programs but did agree that their prior experiences led to gains in leadership skills. Many of the areas of professional development mentioned were gained through experiential learning (Kolb, 2015) during the high impact experience teaching in the field (Kuh, 2008).

Experiential Professional Development

Participants felt they had developed professionally because of leading their programs. After leading study abroad programs, participants spoke of newly acquired leadership skills which redefined their identity as educational leaders (De Weerdt et al., 2006). As well as subject knowledge enhancement, organizational and managerial skill development were mentioned as important learning competencies. Many of these skills and competencies reflect those set forth by the AACC Competencies for Community College Leaders (2018b). Comments related to professional development included learning as you go, planning, continuous improvement, and incorporating latest information. Learning how to manage people including students, other faculty members, and guides was mentioned as an important skill necessary to effectively lead a study abroad program.

Participants in the study spoke about the many complex and multifaced issues they had to deal with as leaders of study abroad programs. While these challenges were in most cases dealt with in a professional manner, the on-the-spot decisions associated with them often were cause for stress and anxiety especially for faculty without much experience. Echoing observations of Raby and Valeau (2016), participants from the smaller colleges that lacked administrative support often alluded to a lack of emphasis on a global mission for their colleges. The four participants who had led over six programs spoke about how their role as study abroad leader had become a part of how they viewed themselves as educators. These more experienced participants had already gained a powerful sense of how their role as study abroad faculty leader was dependent on making judgments and decisions to ensure a successful program.

Personal Identity: Who I Am

Personal identity development was revealed by the participants as they grappled with their individual passion for teaching and sharing international experiences with their students with that of the inherent emotional and physical stress associated with leading study abroad programs. After reflection, most faculty expressed the realization that they were able to respond to unexpected or stressful events with adaptive resilience and flexibility. A significant recurrent theme had to do with growth in self-efficacy (Bandura, 1977b; Klassen & Chiu, 2010). This confidence related by the participants suggested the development of self-efficacy after leading study abroad programs may lead to increased abilities in other leadership capacities.

Even though the focus of this study was on the faculty experience, the student experience played an important role. For participants, their sense of identity as a teacher was heavily interwoven with measures to promote student success. So interconnected with the experiences of their students, faculty admitted they had never thought about their own feelings and experiences.

The close identity of dedicating much of their lives to the education and success of their students revealed their dedication to education and the mission of the community college. Palmer (2017) explained this interconnectivity by stating, “good teachers join self and subject and students in the fabric of life” (p. 11). A powerful educational experience (Kuh, 2008), leading study abroad programs offer the opportunity for faculty to observe firsthand learning for students.

Personal identity development was also uncovered as participants admitted changes in preconceived ideas about cultural and societal aspects of their study abroad locations. Compared with cognitive goals, those faculty who included a service-learning component in their programs appeared to have a more in-depth personal experience with the local communities. Several participants mentioned these types of personal experiences were culturally transformative adding depth to their identity as educators.

A significant observation of this study was how participants made sense of the positive and negative aspects of leading study abroad programs. According to Dirkx (2008), emotions play a significant role in the learning process and therefore can guide the emphasis people play in making sense of an experience. Sensemaking was both cognitive and affective as participants weighed the positive and enjoyable aspects of these experiences with those that caused stress and anxiety. The love/hate relationship with leading study abroad programs attested to their passion for teaching and engaging their students in an experiential learning opportunity. Several participants admitted the challenges and stress associated with leading the programs outweighed the desire to lead subsequent programs.

Exposure to a different international culture may play a key role in faculty integration of international perspectives into their regular classroom (Green & Olson, 2003). A recurrent theme in all the participants reports was an integration of factors from their study abroad programs into

their regular classes. These changes represent a desire for faculty to enrich the content of their subjects but also integrate intercultural components into their classroom.

Bringing it Home: Faculty as Change Agents / Connecting Who I Am with What I Do

Connecting a developed personal identity with an enhanced professional identity, the study abroad leaders wanted to share their experiences with others. All faculty reported changing their normal classroom lectures to include pictures and stories from their study abroad experiences. Exposure to a different international culture may play a key role in faculty integration of international perspectives into their regular classroom (Green & Olson, 2003). A recurrent theme in all the participants reports was an integration of factors from their study abroad programs into their regular classes. These changes represent a desire for faculty to enrich the content of their subjects but also integrate intercultural components into their classroom. For these community college faculty, this addition of the lived experiences from the study abroad programs added depth, authenticity, and credibility to their lectures which was previously lacking. They spoke about the importance of adding a global dimension to their classes to introduce students to living and working in a diverse world.

Findings Related to the Literature

The paucity of literature concerning the faculty leader perspective underscores the large gap in this research area (Bista, 2016; Ferrari & Fine, 2016). This gap is especially noticeable at the community college level even though the predominant type of study abroad programs at this level are faculty-led short-term programs. The in-depth interviews unraveled a complex mix of faculty concerns, issues, and suggestions that will help serve future planning efforts for study abroad leaders.

The vital role faculty play in internationalization of their colleges (Bista, 2016) underscores the need to better understand the professional and personal leadership experiences and how the effects are integrated into college internationalization efforts. The classroom culture set by the faculty member plays a pivotal role in internationalizing the classroom (Umbach & Wawrzynski, 2005). Enhanced engagement and positive student outcomes are associated with faculty attitudes and behaviors especially in diversity inclusion efforts (Bedenlier & Zawacki-Richter, 2015; Friesen, 2012; Lundberg, 2014).

The relevance of the learning processes associated with adult learning (Knowles et al., 2015), experiential learning (Kolb, 2015), and high impact learning experiences (Kuh, 2008) formed the frameworks for this study. Incorporating multiple lenses for analyzation of the meaning participants placed on their lived experienced was well suited for IPA methodology. Phenomenology asks the question "what is that experience like?" (van Manen, 2014, p. 35). IPA is concerned with how the participant is making sense of their experience (Smith et al., 2009/2022). The double hermeneutic analysis undertaken in IPA allowed an in-depth view into the sense-making of the participants as they revealed thoughts, emotions, and reflections from their lived experiences.

Adult Learning Theory

Corresponding with adult learning theory as suggested by Knowles et al. (2015), the participants all related willingness, readiness, and motivation to learn from their study abroad experiences. Julie and Theresa were thrilled to experience in person the art exhibits they had only read about. Melinda, Cindy, Richard, and Bruce were able to learn about culture and society directly from the local people. Charles, Jasmine, Mitch, and Vickie were able to apply their STEM skills within the environment of the host country.

Prior experience of the learner and the role of previous knowledge involves connecting new knowledge to existing knowledge (Taylor & Marienau, 2016). Even though participants suggested open mindedness was a favorable characteristic for study abroad leaders to possess, participants spoke about prior cultural expectations that they realized were either not apparent or inaccurate. Cindy, Julie, and Charles were surprised about the negativity or insensitivity of certain people who did not live up to their stereotypic expectations. These reactions to preexisting beliefs caused a change in interpretation leading to adaptation with new perspectives.

Experiential Learning for Faculty

All faculty in the study had many years teaching experience regardless of their experience with international travel or leading study abroad programs. While research with preservice teachers has indicated profound personal and professional impacts of engaging in a study abroad program (Bista, 2016; Raby & Valeau, 2016), little is known about the lived experiences of seasoned community college faculty study abroad leaders with many years of teaching experience.

Dewey (1938/2015) recognized the importance of experiential learning which he touted as the best method of learning. Dewey also recognized that not all experiences lead to learning and Lövdén et al. (2013) linked the importance of experiential learning and neuroplasticity of the adult brain to develop new patterns. This may indicate the relevance and importance of experiential learning for the development of intercultural competencies for community college faculty.

Participants in this study were characterized as life-long learners with sustained intellectual curiosity and a willingness to accept changes in their principles or behaviors as indicated by their readiness to incorporate their study abroad experiences into their classrooms

(Taylor & Marienau, 2016). The courage to place oneself in unfamiliar and uncertain circumstances is indicative of the readiness and motivation to accept new patterns of learning through openness to change (Knowles et al., 2015; Taylor & Marienau, 2016).

High Impact Faculty Learning Experiences

While Kuh (2008) identified study abroad as a high impact learning experience for students, the same is not guaranteed for community college faculty who lead the programs. The transformative and life changing results touted for students should not be equated with the same expectation for faculty leaders as there are many factors that determine these major effects. As adult learners with rich backgrounds and varied international experiences, the same transformative effect experienced by students may instead rely heavily on the personal mindset of the faculty leaders.

Cultural and Societal Learning

In addition to discipline-specific knowledge gained during the study abroad programs, the social and cultural learning patterns of the participants correlated with Kolb's (2015) experiential learning theory. During the interview process, participants reflected on their experiences and spoke of challenges to preconceived thoughts and ideas on misunderstood cultural and societal realities. The newly gained experiential knowledge promoted reinterpretation or consolidation of preexisting mindsets giving rise to new ideas about cultural and societal expectations of the host country (Cranton, 2016; Guy & Beaman, 2004). The newly formed ideas and revised perspectives were then later applied in the regular classroom setting. Application of their newly gained intercultural competencies completed the cycle of learning as described by Kolb (2015).

Limitations of the Study

This study was executed within the confines of the U.S. community college system.

Interviews were conducted during the Covid-19 pandemic when study abroad programs were halted and access to study abroad offices was limited. Another limitation to consider would be the elapsed time between interviews and the study abroad programs as participant recall may not be as accurate. As the participation was voluntary, the length of interview sessions necessary for IPA may have resulted in a set of participants fully dedicated to the study abroad process. Eighteen faculty were contacted to participate in the study. Two of these faculty did not meet the qualifications of the study and the other six either did not respond or were unable to take part in the study. Since all participants identified as Caucasian and were born in the United States, the results of this study may not be characteristic of faculty with differing attributes.

Reflection on the Research

Before this research began, I realized I might be influenced by my prior experiences in leading study abroad experiences at the community college level. During the interviews, I came to realize that because I shared some of the same experiences it helped facilitate a strong level of trust between myself and the participants. The participants mentioned once they read the initial participation request and the direction of this study, they were excited to be a part of this research effort. They understood the value and importance of study abroad at the community college level and the significant need to better understand the faculty viewpoint.

The ten interviews provided a deep view of the experience of community college faculty who lead study abroad programs. The interviews lasted much longer than the anticipated 90-minute limit and generated much more data than expected. A passion for teaching and especially the belief in high impact experiential learning was a persistent topic throughout the interviews. Several participants commented they were not doing this for the money and some participants paid their own fees to be able to go along to avoid passing on that cost to student fees.

The participants seemed grateful and excited that someone was interested in hearing about their study abroad experiences. Despite powerful moments of individual learning and development, most participants felt their views had been unheard. Participants freely shared their personal struggles with mental, emotional, and physical barriers inherent with leading intensive short-term programs. They did have to try to think about their own experiences rather than relate the experiences of their students. Reviewing photos helped them remember their experiences and was very instrumental in revealing emotions and feelings that may not have been drawn out without these memory aids (Bartoli, 2020). Their chosen artifacts acted as powerful prompts as participants reflected on how they made sense of their own experiences as study abroad leaders. As I listened to the reflections and thoughts of other faculty, I began to realize the importance of purposeful reflection for faculty who lead study abroad programs.

Participants also felt leading community college students on study abroad programs was more challenging than that experienced by their counterparts at the university level. Although they share many of the same logistical issues as university faculty leaders, participants felt they had unique challenges. Many community college students face study abroad barriers such as work and family obligations and especially financial obstacles. This realization placed an additional burden on the participants to offer a means to provide this opportunity for their student population. This often involved recruitment efforts as well as endeavors to seek funding to offset costs for students. The cost factor was also an issue when deciding destinations for the program as well as time limitations.

Suggestions for Future Research

As a means of experiential learning, leading study abroad programs offer community college faculty an opportunity for valuable personal and professional learning experiences. This

study acted as exploratory research from which other researchers may construct their investigations. This study holds great promise as a multidirectional basis for further research and brings up additional questions regarding the community college faculty who lead these programs. Given the small sample size used in this study, it would be useful to configure the sample size to examine if the identified themes continue to be comparable with a more homogeneous group of individuals who lead these programs such as particular fields of study, time spent in the host country, novice study abroad leaders, and experienced leaders.

A question that remains is whether pre-trip training for faculty influences the success of a study abroad program including language skills, cultural sensitivity, and emergency preparedness. One of the major questions that arose from this study involves how much individual travel experience or how leading multiple study abroad programs influenced the participant's perceptions. Other significant questions included the similarities and differences between small, rural community colleges without the benefit of institutional support and those colleges with an office of study abroad or a state consortium.

Several suggestions include narrowing the focus for professional development by comparing the experiences of humanities faculty with those of STEM faculty. To determine the effect of location choice on faculty learning, a possible topic of research interest would be to explore the ramification of the dimensions of cultural distance (Hofstede et al., 2010). To better prepare future faculty leaders, the feelings of reentry disorientation and other emotions such as homesickness is another area of research interest. Further suggestions would include exploring self-awareness, introspection, and perceived identify development for community college faculty who lead study abroad programs. Another topic of research interest is to determine if the effect

of leading study abroad programs correlate with a revised culture of campus-based classroom inclusion.

Chetty et al. (2014) suggested that teachers who are considered high impact teachers initiate a long-lasting influence on the lives of students. This may suggest that faculty who have led study abroad programs use those same high impact techniques in their campus-based classrooms. Policy makers concerned with improving the quality of teaching in the classroom, could use the comparative student success rates of faculty who have led study abroad programs to those who have not. Correlation between the integration of faculty learning and campus-based student learning would require assessment to determine if any faculty learning from leading a study abroad program improved student learning. In addition, does adding components from a study abroad experience show an increase in faculty evaluations and/or grade distributions?

Implications

The paucity of literature on this topic reveals the faculty voice and commitment to the value of study abroad is clearly missing at the community college level. Global initiatives are often not a primary goal or mission for many community colleges (Raby & Valeau, 2016). As Raby (2007) suggested, the mission of many community colleges needs to include an internationally competent initiative to prepare students to succeed in a globalized economy.

Despite the small sample size, this study illuminated many prominent issues facing community college faculty who lead study abroad programs. Given the exploratory nature of this study, findings suggest that faculty who lead study abroad programs expand their professional development in leadership and management skills. These heightened leadership skills may be overlooked by administration as most of the faculty admitted they had never been asked anything

about their experiences. They also gain significant firsthand knowledge in their field which adds depth to their classroom presentations.

How faculty acquire and add to their professional identities as educators and leaders has implications for the type of support needed for professional development. Social and cultural forces play a significant role in identity development for faculty (van Lankveld et al., 2017). Faculty professional identities are continuously developed in an ongoing process that involves reinterpretation of how a person perceives themselves in a particular role (Beijaard, 2019; De Weerdt et al., 2006). Kaplan and Garner (2017) describe faculty learning as identity formation which involves a complex blend of factors that include knowledge and skills as well as how the person perceives themselves in the educator role. Participants in this study noted not only an increase in confidence in leadership skills but also heightened resilience and inner strength.

Implications for Practice

Implications for practice include considerations for both faculty and administrators. For community college study abroad leaders implications for practice include the potential for expanded identity gains in personal and professional global competencies. Building on these potential identity gains, any expansion in cultural and societal knowledge may be used to encourage and enhance campus-based classroom intercultural teaching objectives. In support of faculty who would like to lead study abroad programs, community college administrators can use the information from this study to expand programs and initiatives to support training and professional development opportunities. In addition, strong administrative support for study abroad at the community college level can enhance a stronger initiative to increase global connections abroad and on campus that support the mission of the college.

Hebert (2019) proposed the importance of faculty morale on student learning and program quality noting job satisfaction as an important predictor of faculty turnover. Further, this often-overlooked correlation between faculty morale, job satisfaction, and the classroom environment plays a significant role in student success and overall educational experience. The unique role of faculty study abroad leader adds a sense of personal value to the faculty position and the college community. With student success and retention as a goal, administrative support, and encouragement for community college faculty to lead study abroad programs may be one method to increase positive faculty moral and satisfaction as an educator.

Significance of the Study

My intention with this study was to gain insight into the community college faculty experience and to develop a more thorough understanding of meaningful personal experiences after leading study abroad programs. This novel research will add to the current body of literature by laying a foundational understanding of the lived experiences of the faculty participants in the study. At the heart of the findings of this IPA study was the analysis of how the participants made sense of their experiences. This allowed a deep, rich look into what it is like for community college faculty to lead a short-term study abroad program.

This exploratory understanding of the experiences in professional and personal growth will provide a basis for future studies of community college faculty who lead study abroad programs. Although participants did not lead their programs with a major goal of personal or professional development, all participants mentioned gains in personal and professional competencies. Gains in intercultural competencies were also a significant part of the learning experience for most participants. Integration of faculty intercultural development into campus strategic planning should include opportunities for faculty-led study abroad programs.

Conclusion

The aim of this study was to gain an in-depth understanding of the lived experiences of community college faculty who lead study abroad programs. This IPA study answered the research questions through identification of themes pertaining to experiential learning in the high impact field of study abroad. The findings point to an enhanced understanding of the participant experiences in professional and personal growth and knowledge with an emphasis on cultural and societal knowledge gained. Analysis of the faculty experiences revealed a change or revision in identity for participants.

This study suggests that faculty may undergo personal change through leading study abroad programs which may lead to professional development of intercultural competencies. The critical role faculty play in student success is also evident in the implementation of practices that support intercultural measures. Karousiou et al. (2018) contend the experiences of faculty shape their professional identities which form the basis for decisions concerning intercultural education. The professional identity of faculty influences their teaching practices as well as their inclination toward internationalizing their classroom and campus.

For most participants, leading short-term study abroad programs represented a meaningful experience which they could share with their students. Making sense of their personal experiences was associated with their identity as a community college educator and study abroad leader (Steinert et al., 2019). However, for the participants in this study, the sense-making process of leadership reflected on not only their academic objectives but also personal and emotional reactions to the positive and negative aspects of their program logistics. The lack of reflection on their personal experiences may have played a critical role in their responses to questions related to individual development. As adult learners, any personal changes in meaning

perspective relating to self-identity were intimately tied to value in the classroom. Prior international experiences of the participant in this study influenced the personal learning experience after leading a study abroad program. Although leading a study abroad program does not guarantee a shift in perspective with respect to meaningful personal growth or identity change, the findings of this study suggest the personal and professional learning experiences gained from leading study abroad at the community college level may play a significant role in deepening global perspectives in the campus-based classroom.

REFERENCES

Addleman, R. A., Nava, R. C., Cevallos, T., Brazo, C. J., & Dixon, K. (2014). Preparing teacher candidates to serve students from diverse backgrounds: Triggering transformative learning through short-term cultural immersion. *International Journal of Intercultural Relations, 43*, 189–200. https://doi.org/10.1016/j.ijintrel.2014.08.005

Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies, 5*(2), 9–19. http://dx.doi.org/10.7575/aiac.ijels.v.5n.2p.9

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education, 11*(3–4), 290-305. https://doi.org/10.1177/1028315307303542

Amblee, N. C. (2018). Special issue on the internationalization of higher education: Introduction. *Research in Comparative & International Education, 13*(3), 373–377. https://doi.org/10.1177/1745499918796028

Amblee, N. C., & Dhayanithy, D. (2018). How faculty members develop views on internationalization: The case of a top-ranked Indian business school. *Research in Comparative and International Education, 13*(3), 397–417. https://doi.org/10.1177/1745499918795587

American Association of Colleges and Universities (AAC&U). (2008). *College learning for the new global century.* National Leadership Council for Liberal Education & America's Promise. Washington, D.C. http://hdl.voced.edu.au/10707/233020

American Association of Community Colleges (AACC). (2012). *Reclaiming the American dream: A report from the 21st-century commission of the future of community colleges*. Washington, D.C. American Association of Community Colleges. https://www.aacc21stcenturycenter.org/wp-content/uploads/2014/03/21stCenturyReport.pdf

American Association of Community Colleges (AACC). (2018a). *Data points, 6*(7). DataPoints_V6N7.pdf

American Association of Community Colleges (AACC). (2018b). *Competencies for community college leaders* (3rd ed.). Washington, D.C.: American Association of Community Colleges. https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf

American Association of Community Colleges (AACC). (2020). *The importance of global education*. Retrieved from https://www.aacc.nche.edu/wp-content/uploads/2020/01/Importance-of-Global_Education_2020.pdf

American Association of Community Colleges (AACC). (2022). *Fast facts 2022*. https://www.aacc.nche.edu/research-trends/fast-facts/

American Council on Education (ACE). (2017). *Mapping internationalization on U.S. campuses: 2017 edition*. American Council on Education. https://www.acenet.edu/news-room/Documents/Mapping-Internationalization-2017.pdf

Anayah, B., & Kuk, L. (2015). The growth of international student enrollment at community colleges and implications. *Community College Journal of Research and Practice, 39*(12), 1099–1110. https://doi.org/10.1080/10668926.2014.934409

Ansari, D. (2012). Culture and education: New frontiers in brain plasticity. *Trends in Cognitive Sciences, 16*(2), 93–95. https://doi.org/10.1016/j.tics.2011.11.016

Bahr, P. R., & Gross, J. L. (2016). Community colleges. In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st century: Social, political, and economic challenges* (4th ed., pp. 462–502). Johns Hopkins University Press.

Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1977b). *Social learning theory*. Prentice Hall. https://doi.org/10.1177/105960117700200317

Bartoli, A. (2020). Every picture tells a story: Combining interpretative phenomenological analysis with visual research. *Qualitative Social Work, 19*(5–6), 1007–1021. https://doi.org/10.1177/1473325019858664

Beck, C. T. (2021). *Introduction to phenomenology: Focus on methodology*. SAGE Publications.

Bedenlier, S., Kondakci, Y., & Zawacki-Richter, O. (2018). Two decades of research into the internationalization of higher education: Major themes in the *Journal of Studies in International Education* (1997–2016). *Journal of Studies in International Education, 22*(2), 108–135. https://doi.org/10.1177/1028315317710093

Bedenlier, S., & Zawacki-Richter, O. (2015). Internationalization of higher education and the impacts on academic faculty members. *Research in Comparative and International Education, 10*(2), 185–201. https://doi.org/10.1177/1745499915571707

Beijaard, D. (2019). Teacher learning as identity learning: Models, practices, and topics. *Teachers and Teaching, 25*(1), 1–6. https://doi.org/10.1080/13540602.2019.1542871

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107–128. https://doi.org/10.1016/j.tate.2003.07.001

Bell, H. L., Gibson, H. J., Tarrant, M. A., Perry, L. G., & Stoner, L. (2016). Transformational learning through study abroad: US students' reflections on learning about sustainability in the South Pacific. *Leisure Studies, 35*(4), 389–405. https://doi.org/10.1080/02614367.2014.962585

Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations, 10*(2), 179–196. https://doi.org/10.1016/0147-1767(86)90005-2

Bennett, M. J. (2004). Becoming interculturally competent. In J. S. Wurzel (Ed.), *Toward Multiculturalism: A Reader in Multicultural Education*. (2nd ed., pp. 62-78). Intercultural Resource Corporation.

Bennett, M. J. (2017). Development model of intercultural sensitivity. In Kim, Y. (Ed.), *International Encyclopedia of Intercultural Communication*. (pp. 1-10). John Wiley & Sons. https://doi.org/10.1002/9781118783665.ieicc0182

Berg, J. L. (2015). The role of personal purpose and personal goals in symbiotic visions. *Frontiers in Psychology, 6*(443), 64–76. https://doi.org/10.3389/fpsyg.2015.00443

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research, 15*(2), 219-234. https://journals.sagepub.com/doi/pdf/10.1177/1468794112468475

Beyer, C. (2018). Edmund Husserl. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Summer 2018 ed.). https://plato.stanford.edu/archives/sum2018/entries/husserl/

Billups, F. D. (2021). *Qualitative data collection tools: Design, development, and applications*. SAGE Publications.

Bista, K. (2016). Faculty international experience and internationalization efforts at community colleges in the United States. In R. L. Raby & E. J. Valeau (Eds.), *International education at community colleges: Themes, practices, and case studies* (pp. 23–37). Palgrave Macmillan.

Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road map from beginning to end* (4th ed.). SAGE Publications.

Boden, Z., & Eatough, V. (2014). Understanding more fully: A multimodal hermeneutic-phenomenological approach. *Qualitative Research in Psychology*, *11*(2), 160–177. https://doi.org/10.1080/14780887.2013.853854

Boggs, G. R., & Irwin, J. (2007). What every community college leader needs to know: Building leadership for international education. *New Directions for Community Colleges*, 2007(138), 25–30. https://doi.org/10.1002/cc.278

Brinkmann, S. (2018). The interview. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 576–599). SAGE Publications.

Brinkmann, S., & Kvale, S. (2015). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.

Brinkmann, S., & Kvale, S. (2018). *Doing interviews* (2nd ed.). SAGE Publications.

Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. Jossey-Bass.

Brookfield, S. D. (2013). *Powerful techniques for teaching adults*. John Wiley & Sons.

Brookfield, S. D. (2017). *Becoming a critically reflective teacher* (2nd ed.). John Wiley & Sons.

Buontempo, G., & Brockner, J. (2008). Emotional intelligence and the ease of recall judgment bias: The mediating effect of private self-focused attention. *Journal of Applied Social Psychology, 38*(1), 159–172. https://doi.org/10.1111/j.1559-1816.2008.00300.x

Burton, A., Hughes, M., & Dempsey, R. C. (2017). Quality of life research: A case for combining photo-elicitation with interpretative phenomenological analysis. *Qualitative Research in Psychology, 14*(4), 375–393. https://doi.org/10.1080/14780887.2017.1322650

Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). Naming the stars: Integrating qualitative methods into psychological research. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology* (pp. 3–15). American Psychological Association. https://doi.org/10.1037/10595-001

Carnegie Classification of Institutions of Higher Education. (2021). *Size & Setting Classification Description.* https://carnegieclassifications.acenet.edu/classification_descriptions/size_setting.php

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *The American Economic Review, 104*(9), 2633–2679. https://www.jstor.org/stable/43495328

Collier, J. (1957). Photography in anthropology: A report on two experiments. *American Anthropologist, 59*(5), 843–859. https://www.jstor.org/stable/665849

Conner, N. W., Roberts, T. G., & Harder, A. (2014). A model of faculty cultural adaption on a short-term international professional development experience. *NACTA (North American*

Colleges and Teachers of Agriculture, 58(2), 115–121. https://www.jstor.org/stable/nactajournal.58.2.115

Côté, J. E., & Levine, C. G. (2002). *Identity formation, agency, and culture*. Lawrence Erlbaum Associates/Taylor and Francis Group.

Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults.* Jossey-Bass Inc.

Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice* (3rd ed.). Stylus Publishing, LLC.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Cronbach, L. J. (1977). *Educational psychology* (3rd ed.). Harcourt Brace Jovanovich.

Cushner, K. (2007). The role of experience in the making of internationally-minded teachers. *Teacher Education Quarterly*, *34*(1), 27–39. https://www.jstor.org/stable/23478850

Cushner, K. (2009). The role of study abroad in preparing globally responsible teachers. In R. Lewin (Ed.), *The handbook of practice and research in study abroad* (pp. 151–169). Routledge.

Cushner, K. (2018). *Teacher as traveler: Enhancing the intercultural development of teachers and students* (2nd ed.). Rowman & Littlefield.

Damari, R. R., Rivers, W. P., Brecht, R. D., Gardner, P., Pulupa, C., & Robinson, J. (2017). The demand for multilingual human capital in the U.S. labor market. *Foreign Language Annals*, *50*(1), 13–37. https://doi.org/10.1111/flan.12241

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education, 10*(3), 241–266. https://doi.org/10.1177/1028315306287002

Deardorff, D. K. (2009). Preface. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. xii–xiii). SAGE Publications.

Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research, 149*, 65–79. https://doi.org/10.1002/ir.381

Deardorff, D. K., & Charles, H. (2018). Introduction. In D. K. Deardorff & H. Charles (Eds.), *Leading Internationalization* (p. 1). Stylus.

De Weerdt, S., Bouwen, R., Corthouts, F., & Martens, H. (2006). Identity transformation as an intercontextual process. *Industry and Higher Education, 20*(5), 317–326. https://doi.org/10.5367/000000006778702373

Dewey, J. (1938/2015). *Experience and education*. Free Press.

Dirkx, J. M. (2008). The meaning and role of emotions in adult learning. In J. M. Dirkx (Ed.), Special issue: Adult learning and the emotional self. *New Directions for Adult and Continuing Education, 2008*(120), 7–18. https://doi.org/10.1002/ace.311

Dirkx, J. M., Spohr, R., Tepper, L., & Tons, S. (2010). Adult learners and short-term study abroad: Formation or transformation? *Adult Education Research Conference*. https://newprairiepress.org/aerc/2010/papers/19

Dodgson, J. E. (2019). Reflexivity in qualitative research. *Journal of Human Lactation, 35*(2), 220–222. https://doi.org/10.1177/0890334419830990

Drexler, D. S., & Campbell, D. F. (2011). Student development among community college participants in study abroad programs. *Community College Journal of Research and Practice, 35*(8), 608–619. https://doi.org/10.1080/10668920801901258

Dukes, S. (1984). Phenomenological methodology in the human sciences. *Journal of Religion and Health, 23*(3), 197–203. https://doi.org/10.1007/BF00990785

Dwyer, M. M. (2004). More is better: The impact of study abroad program duration. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *10*(1), 151–164. https://doi.org/10.36366/frontiers.v10i1.139

Eatough, V., & Smith, J. A. (2017). Interpretative phenomenological analysis. In C. Willig & W. Stainton-Rogers (Eds.), *The SAGE handbook of qualitative research in psychology* (2nd ed., pp. 193–211). SAGE Publications.

Eisner, E. W. (2003). On the art and science of qualitative research in psychology. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative Research in Psychology* (pp. 17–29). American Psychological Association.

Erikson, E. H. (1950/1963). *Childhood and society*. W.W. Norton & Company.

Evrard, M. R., & Bresciani Ludvik, M. J. (2016). Unpacking neuroplasticity and neurogenesis. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development* (pp. 54–72). Stylus.

Fantini, A. E. (2009). Assessing intercultural competence: Issues and tools. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456–476). SAGE Publications.

Farrugia, C., & Sanger, J. (2017). Gaining an employment edge: The impact of study abroad of 21st century skills and career prospects in the United States. *IIE Center for Academic Mobility Research and Impact*. http://hdl.voced.edu.au/10707/444073

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record, 103*(6), 1013–1055. https://doi.org/10.1111/0161-4681.00141

Ferrari, C. M., & Fine, J. B. (2016). Developing global perspectives in short-term study abroad: High-impact learning through curriculum, co-curriculum and community. *Journal of Global Initiatives: Policy, Pedagogy, Perspective*, *10*(1), 109–122. http://digitalcommons.kennesaw.edu/jgi/vol10/iss1/8

Festervand, T. A., & Tillery, K. R. (2001). Short-term study-abroad programs – A professional development tool for international business faculty. *Journal of Education for Business, 77*(2), 106–111. https://doi.org/10.1080/08832320109599058

Freed, A., Benavides, A., & Huffling, L. (2019). Teaching, reflecting and learning: Exploring teacher education study abroad programs as transformational learning opportunities. In K. Tirri & A. Toom (Eds.), *Pedagogy in basic and higher education – Current developments and challenges* (pp. 801–1078). http://dx.doi.org/10.5772/Intechopen.83007

Friesen, R. (2012). Faculty member engagement in Canadian university internationalization: A consideration of understanding, motivations and rationales. *Journal of Studies in International Education, 17*(3), 209–227. https://doi.org/10.1177/1028315312451132

Frost, R. A., & Raby, R. L. (2009). Democratizing study abroad: Challenges of open access, local commitments, and global competence in community colleges. In R. Lewin (Ed.),

The handbook of practice and research in study abroad: Higher education and the quest for global citizenship (pp. 170–190). Routledge.

Fulbright Scholar Program. (2022). https://fulbrightscholars.org/

Geijsel, F., & Meijers, F. (2005). Identity learning: The core process of educational change. *Journal of Educational Studies, 31*(4), 419–430. https://doi.org/10.1080/03055690500237488

Gillies, V., Harden, A., Johnson, K., Reavey, P., Strange, V., & Willig, C. (2005). Painting pictures of embodied experience: The use of nonverbal data production for the study of embodiment. *Qualitative Research in Psychology, 2*(3), 199–212. https://doi.org/10.1191/1478088705qp038oa

Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.

Glass, C. R., & Westmont, C. M. (2014). Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students. *International Journal of Intercultural Relations, 38*(2014), 106–119. https://doi.org/10.1016/j.ijintrel.2013.04.004

Glaw, X., Inder, K., Kable, A., & Hazelton, M. (2017). Visual methodologies in qualitative research: Autophotography and photo elicitation applied to mental health research. *International Journal of Qualitative Methods, 16*(1), 1–8. https://doi.org/10.1177/1609406917748215

Gomez-Lanier, L. (2017). The experiential learning impact of international and domestic study tours: Class excursions that are more than field trips. *International Journal of Teaching*

and Learning in Higher Education, 29(1), 129–144. http://www.isetl.org/ijtlhe/pdf/IJTLHE2473.pdf

Gouldthorpe, J. L., Harder, A. M., Roberts, T. G., & Stedman, N. L. P. (2012). Understanding perceived short-term outcomes from a faculty travel abroad experience in Ecuador. *NACTA Journal, 56*(3), 17–23. https://www.jstor.org/stable/nactajournal.56.3.17

Green, M. F., & Olson, C. (2003). *Internationalizing the campus: A user's guide*. Washington, D.C.: American Council on Education, Center for Institutional and International Initiatives. https://www.uww.edu/documents/international/2020/ace%20-%20internationalizing%20the%20campus%20-%20a%20user's%20guide%202003.pdf

Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods, 3(1),* 42–55. https://doi.org/10.1177/160940690400300104

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. SAGE Publications.

Guy, G. R., & Beaman, K. V. (2004). Mindset and identity in the globalizing future. *The International Journal of the Humanities: Annual Review, 2*(3), 2421–2431. https://doi.org/10.18848/1447-9508/CGP/v02i03/41450

Hagedorn, L. S., Pei, S., & Yan, L. (2016). International students' struggles: Community college to the rescue. In R. L. Raby & E. J. Valeau (Eds.), *International education at community colleges: Themes, practices, and case studies* (pp. 57–74). Palgrave Macmillan.

Hammond, Z. L. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Harder, N. J. (2010). Internationalization efforts in United States community colleges: A comparative analysis of urban, suburban, and rural institutions. *Community College*

Journal of Research and Practice, 35(1–2), 152–164. https://doi.org/10.1080/10668926.2011.525186

Harder, A., Andenoro, A., Roberts, T. G., Stedman, N., Newberry, M., Parker, S. J., & Rodriguez, M. T. (2015). Does study abroad increase employability? *NACTA Journal, 59*(1), 41–48. https://www.jstor.org/stable/nactajournal.59.1.41

Hardré, P. L. (2012). Community college faculty motivation for basic research, teaching research, and professional development. *Community College Journal of Research and Practice, 36*(8), 539–561. https://doi.org/10.1080/10668920902973362

Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies, 17*(1), 13–26. https://doi.org/10.1080/14725860220137345

Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and education settings*. The Guilford Press.

He, Y., Lundgren, K., & Pynes, P. (2017). Impact of short-term study abroad program: Inservice teachers' development of intercultural competence and pedagogical beliefs. *Teaching and Teacher Education, 66*, 147–157. https://doi.org/10.1016/j.tate.2017.04.012

Hebert, E. (2019). Faculty morale: A perspective for academic leaders. *Kinesiology Review, 8*(4), 305–311. https://doi.org/10.1123/kr.2019-0040

Heidegger, M. (2011). *Introduction to philosophy: Thinking and poetizing*. Indiana University Press.

Helms, R. M. (2013). *Internationalization in action: Engaging faculty internationalization, part 1*. American Council on Education. https://www.acenet.edu/Documents/Intlz-In-Action-Engaging-Faculty-in-Internationalization-Part-1.pdf

Helms, R. M. (2015). *Internationalizing the tenure code: Policies to promote a globally focused faculty*. CIGE Insights. American Council on Education. https://www.acenet.edu/Documents/Internationalizing-the-Tenure-Code-Policies-to-Promote-a-Globally-Focused-Faculty.pdf

Helms, R. M. (2017). *Mapping internationalization on U.S. campuses, 2017 ed*. https://www.acenet.edu/Documents/Mapping-Internationalization-2017.pdf

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture, 2*(1), 1–26. https://doi.org/10.9707/2307-0919.1014

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival* (3rd ed.). McGraw-Hill.

Hogg, M. A., & Abrams, D. (1990). *Social identifications: A social psychology of intergroup relations and group processes.* Taylor & Francis Group.

Howarth, C., & Kessi, S. (2020). Towards a visual social psychology of identity and representation. In P. Reavey (Ed.), *A handbook of visual methods in psychology* (pp. 394–408). Routledge.

Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent? *Journal of Studies in International Education, 10*(3), 267–285. https://doi.org/10.1177/1028315306286930

Husserl, E. (1931/2017). *Ideas: General introduction to pure phenomenology*. Martino Fine Books.

Husserl, E. (1965). *Phenomenology and the crisis of philosophy*. Harper & Row.

Institute of International Education (IIE). (2018). *Study abroad matters*. https://p.widencdn.net/zfaw8t/Study-Abroad-Matters-White-Paper

Institute of International Education (IIE). (2019). U.S. Study Abroad. https://opendoorsdata.org/data/us-study-abroad/

Janesick, V. J. (1999). Journal writing as a qualitative research technique: History, issues, and reflections. *Qualitative Inquiry*, *5*(4), 505–524. https://doi.org/10.1177/107780049900500404

Jarvis, P. (1987). *Adult learning in the social context*. Routledge.

Jarvis, P. (2006). *Towards a comprehensive theory of human learning*. Routledge.

Jibeen, T., & Khan, M. A. (2015). Internationalization of higher education: Potential benefits and costs. *International Journal of Evaluation and Research in Education*, *4*(4), 196–199. http://doi.org/10.11591/ijere.v4i4.4511

Kaplan, A., & Garner, J. K. (2017). A complex dynamic systems perspective on identity and its development: The dynamic systems model of role identity. *Developmental Psychology*, *53*(11), 2036–2051. https://doi.org/10.1037/dev0000339

Karousiou, C., Hajisoteriou, C., & Angelides, P. (2018). Teachers' professional identity in super-diverse school settings: Teachers as agents of intercultural education. *Teachers and Teaching*, *25*(2), 240–258. https://doi.org/10.1080/13540602.2018.1544121

Kirkham, J. A., Smith, J. A., & Havsteen-Franklin, D. (2015). Painting pain: An interpretative phenomenological analysis of representations of living with chronic pain. *Health Psychology*, *34*(4), 398–406. https://doi.org/10.1037/hea0000139

Kisker, C. B., Cohen, A. M., & Brawer, F. B. (2013). *The American community college* (6th ed.). John Wiley & Sons.

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*(3), 741–756. https://doi.org/10.1037/a0019237

Knight, J. (2003). Updating the definition of internationalization. *International Higher Education, 33*(33), 2–3. https://doi.org/10.6017/ihe.2003.33.7391

Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education, 8*(1), 5–31. https://doi.org/10.1177/1028315303260832

Knight, J., & de Wit, H. (2018). Preface. Internationalization of higher education: Where have we come from and where are we going? In D. Proctor & L. E. Rumbley (Eds.), *The future agenda for internationalization in higher education: Next generation insights into research, policy, and practice* (pp. xix–xxiv). Routledge.

Knowles, M. S. (1972). Innovations in teaching styles and approaches based upon adult learning. *Journal of Education for Social Work, 8*(2), 32–39. https://doi.org/10.1080/00220612.1972.10671913

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner* (6th ed.). Elsevier.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2), 193–212. https://doi.org/10.5465/amle.2005.17268566

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Prentice-Hall. https://learningfromexperience.com/downloads/research-library/the-process-of-experiential-learning.pdf

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

Kolb, D. A., & Fry, R. E. (1975). Toward an applied theory of experiential learning. In C. Cooper (Ed.), *Theories of group processes* (pp. 33–57). John Wiley & Sons. https://www.researchgate.net/publication/238759143_Toward_an_Applied_Theory_of_Experiential_Learning

Kroger, J. (2015). Identity development through adulthood: The move toward "wholeness". In K. C. McLean & M. U. Syed (Eds.), *The Oxford handbook of identity development*. (pp. 65–80). Oxford University Press.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. American Association of Colleges and Universities. https://www.aacu.org/publication/high-impact-educational-practices-what-they-are-who-has-access-to-them-and-why-they-matter

Larkin, M., Watts, S., & Clifton, E. (2006). Giving voice and making sense in interpretative phenomenological analysis. *Qualitative Research in Psychology, 3*(2), 318–337. https://doi.org/10.1191/1478088706qp062oa

Leedy, P. D., & Ormrod, J. E. (2016). *Practical research: Planning and design* (11th ed.). Pearson Education.

Lewin, K. (1936/2015). *Principles of topological psychology*. McGraw-Hill Book Co.

Lincoln, Y. S., & Guba, E. G. (1982). *Establishing dependability and confirmability in naturalistic inquiry through an audit*. https://files.eric.ed.gov/fulltext/ED216019.pdf

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Lövdén, M., Wenger, E., Mårtensson, J., Lindenberger, U., & Bäckman, L. (2013). Structural brain plasticity in adult learning and development. *Neuroscience and Biobehavioral Reviews, 37*(9), 2296–2310. http://dx.doi.org/10.1016/j.neubiorev.2013.02.014

Lundberg, C. A. (2014). Peers and faculty as predictors of learning for community college students. *Community College Review, 42*(2), 79–98. https://doi.org/10.1177/0091552113517931

Lupton, D. (1998). *The emotional self: A sociocultural exploration.* SAGE Publications.

Ma, J., & Baum, S. (2015). *Trends in community colleges, enrollment, prices, student debt, and completion*. Research Brief, College Board Research. https://www.luminafoundation.org/files/resources/trends-in-community-colleges.pdf

Ma, J., & Pender, M. (2021). *Trends in college pricing & student aid 2021*. College Board. https://research.collegeboard.org/media/pdf/trends-college-pricing-student-aid-2021.pdf

Maddux, W. W., Adam, H., & Galinsky, A. D. (2010). When in Rome…learn why the Romans do what they do: How multicultural learning experiences facilitate creativity. *Personality and Social Psychology Bulletin, 36*(6), 731–741. https://doi.org/10.1177/0146167210367786

Malveaux, G. F. (2016). *Look before leaping: Risks, liabilities, and repair of study abroad in higher education*. Rowman & Littlefield.

Malveaux, G. F., & Raby, R. L. (2019). Preface. In G. F. Malveaux & R. L. Raby (Eds.), *Study abroad opportunities for community college students and strategies for global learning* (pp. xix–xxx). IGI Global.

Mather, M., Canli, T., English, T., Whitfield, S., Wais, P., Ochsner, K., Gabrieli John, D. E., & Carstensen, L. L. (2004). Amygdala responses to emotionally valenced stimuli in older

and younger adults. *Psychological Science, 15*(4), 259–263. https://doi.org/10.1111/j.0956-7976.2004.00662.x

McCallon, M., & Holmes, B. (2010). *Faculty-led 360: Guide to successful study abroad*. Agapy.

McGrath, J. E., & Johnson, B. A. (2003). Methodology makes meaning: How both qualitative and quantitative paradigms shape evidence in its interpretation. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology* (pp. 31–48). American Psychological Association.

McKeown, J. S. (2009). *The first time effect: The impact of study abroad on college student intellectual development*. State University of New York Press.

McNair, T. B., & Albertine, S. (2012). Seeking high-quality, high-impact learning: The imperative of faculty development and curricular intentionality. *Peer Review*, *14*(3), 4–5. https://ascnet.osu.edu/storage/meeting_documents/1623/High%20Impact%20practices%20and%20curricular%20intentionality.pdf

Mellow, G. O., & Heelan, C. M. (2015). *Minding the dream: The process and practice of the American community college* (2nd ed.). Rowman & Littlefield.

Merleau-Ponty, M. (2012). *Phenomenology of perception*. Routledge.

Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). Jossey-Bass.

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.

Merryfield, M. M. (2000). Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural

and global educators. *Teaching and Teacher Education, 16*(4), 429–443. https://doi.org/10.1016/S0742-051X(00)00004-4

Mezirow, J. (1991). *Transformative dimensions of adult learning*. John Wiley & Sons.

Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly, 46*(3), 158–173. https://doi.org/10.1177/074171369604600303

Mezirow, J. (2009). Transformative learning theory. In E. W. Taylor & J. Mezirow (Eds.), *Transformative learning in practice: Insights from community, workplace, and higher education* (pp. 18–31). Jossey-Bass.

Mezirow, J. (2012). Learning to think like an adult. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 73–95). John Wiley & Sons.

Mitchell, J., Boettcher-Sheard, N., Duque, C., & Lashewicz, B. (2018). Who do we think we are? Disrupting notions of quality in qualitative research. *Qualitative Health Research, 28*(4), 673–680. https://doi.org/10.1177/1049732317748896

Morrey, T., Larkin, M., & Rolfe, A. (2022). "Screaming isolation" when is a chair more than a chair? Photographic encounters, IPA and capturing the out of awareness experiencing: A novel approach to working with temporal, spatial and embodied dimensions. *Qualitative Research in Psychology, 19*(4), 1064–1093. https://doi.org/10.1080/14780887.2021.2001704

Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.

Mullens, J. B., & Cuper, P. (2012). *Fostering global citizenship through faculty-led international programs.* Information Age Publishing.

NAFSA: Association of International Educators. (2020). *Trends in U.S. study abroad*. https://www.nafsa.org/policy-and-advocacy/policy-resources/trends-us-study-abroad

National Leadership Council for Liberal Education & America's Promise (LEAP). (2008). *College learning for the new global century*. Association of American Colleges and Universities. https://files.eric.ed.gov/fulltext/ED495004.pdf

National Student Clearinghouse Research Center (2015). *Contribution of two-year institutions to four-year completions* (Snapshot Report). National Student Clearinghouse Research Center. https://nscresearchcenter.org/wp-content/uploads/SnapshotReport17-2YearContributions.pdf

Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge: Implications for school improvement efforts. *Educational Administration Quarterly, 50*(1), 67–95. https://doi.org/10.1177/0013161X13488595

Neumann, A. (2009). *Professing to learn: Creating tenured lives and careers in the American research university*. The Johns Hopkins University Press.

Niehaus, E., & Wegener, A. (2019). What are we teaching abroad? Faculty goals for short-term study abroad courses. *Innovative Higher Education, 44*(2), 103-117. https://doi.org/10.1007/s10755-018-9450-2

Niehaus, E., & Williams, L. (2016). Faculty transformation in curriculum transformation: The role of faculty development in campus internationalization. *Innovative Higher Education, 41*, 59–74. https://doi.org/10.1007/s10755-015-9334-7

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). SAGE Publications.

Orange, A. (2016). Encouraging reflective practices in doctoral students through research journals. *The Qualitative Report, 21*(12), 2176–2190. https://doi.org/10.46743/2160-3715/2016.2450

Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report, 13*(4), 695-705. https://doi.org/10.46743/2160-3715/2008.1579

Padgett, D. K. (2017). *Choosing the right qualitative approach(es)* (3rd ed.). SAGE Publications.

Pain, H. (2012). A literature review to evaluate the choice and use of visual methods. *International Journal of Qualitative Methods, 11*(4), 303–319. https://doi.org/10.1177/160940691201100401

Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th ed.). John Wiley & Sons.

Pasquarelli, S. L., Cole, R. A., & Tyson, M. J. (2018). Introduction. In S. L. Pasquarelli, R. A. Cole, & M. J. Tyson (Eds.), *Passport to change: Designing academically sound, culturally relevant, short-term, faculty-led study abroad programs* (pp. 1–6). Stylus.

Patterson, T. (2015). The transformative power of travel? Four social studies teachers reflect on their international professional development. *Theory & Research in Social Education, 43*(3), 345–371. https://doi.org/10.1080/00933104.2015.1064504

Pauwels, L. (2011). An integrated conceptual framework for visual social research. In E. Margolis & L. Pauwels (Eds.), *The SAGE handbook of visual research methods* (pp. 3–23). SAGE Publications.

Peat, G., Rodriguez, A., & Smith, J. (2019). Interpretive phenomenological analysis applied to healthcare research. *Evidence Based Nursing, 22*(1), 7–9. http://dx.doi.org/10.1136/ebnurs-2018-103017

Peoples, K. (2021). *How to write a phenomenological dissertation: A step-by-step guide*. SAGE Publications.

Piaget, J. (1936/1952). *Origins of intelligence in the child*. International Universities Press.

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological Journal, 20*(1), 7–14. doi: 10.14691/CPPJ.20.1.7 https://www.academia.edu/7609849/A_practical_guide_to_using_Interpretative_Phenomenological_Analysis_in_qualitative_research_psychology?auto=citations&from=cover_page

Pink, S. (2011). A multisensory approach to visual methods. In E. M. Margolis & L. Pauwels (Eds.), *The SAGE handbook of visual research methods* (pp. 72–96). SAGE Publications.

Phelps, E. A. (2006). Emotion, learning, and the brain: From classical conditioning to cultural bias. In P. B. Baltes, P. A. Reuter-Lorenz, & F. Rösler (Eds.), *Lifespan development and the brain: The perspective of biocultural co-constructivism* (pp. 200–216). Cambridge University Press.

Pringle, J., Drummond, J., McLafferty, E., & Hendry, C. (2011). Interpretative phenomenological analysis: A discussion and critique. *Nurse Researcher, 18*(3), 20–24. doi: 10.7748/nr2011.04.18.3.20.c8459 https://pubmed.ncbi.nlm.nih.gov/21560922/ http://search.proquest.com/docview/862553293?accountid=15977

QS Quacquarelli Symonds. (2018). *The global skills gap in the 21st Century*. Institute of Student Employers. http://info.qs.com/rs/335-VIN-535/images/The%20Global%20Skills%20Gap%2021st%20Century.pdf

Raby, R. L. (1996). International, intercultural, and multicultural dimensions of community colleges in the United States. In R. L. Raby & N. Tarrow (Eds.), *Dimensions of the community college: International, intercultural, and multicultural perspectives* (pp. 9–35). Garland Publishing.

Raby, R. L. (2007). Internationalizing the curriculum: On- and off-campus strategies. *New Directions for Community Colleges, 2007*(138), 57–66. https://doi.org/10.1002/cc.282

Raby, R. L. (2019). Changing the conversation: Measures that contribute to community college education abroad success. In G. F. Malveaux & R. L. Raby (Eds.), *Study abroad opportunities for community college students and strategies for global learning* (pp. 1–21). IGI Global.

Raby, R. L., & Rhodes, G. M. (2018). Promoting education abroad among community college students: Overcoming obstacles and developing inclusive practices. In H. B. Hamir & N. Gozik (Eds.), *Promoting inclusion in education abroad: A handbook of research and practice* (pp. 114–132). Stylus.

Raby, R. L., Rhodes, G. M., & Biscarra, A. (2014). Community college study abroad: Implications for student success. *Community College Journal of Research and Practice, 38*(2–3), 174–183. https://doi.org/10.1080/10668926.2014.851961

Raby, R. L., & Valeau, E. J. (2007). Community college international education: Looking back to forecast the future. *New Directions for Community Colleges, 2007*(138), 5–14. https://doi.org/10.1002/cc.276

Raby, R. L., & Valeau, E. J. (2016). Global is not the opposite of local: Advocacy for community college international education. In R. L. Raby & E. J. Valeau (Eds.),

International education at community colleges: Themes, practices, and case studies (pp. 9–22). Palgrave Macmillan.

Reavey, P. (2020). The return to experience. In P. Reavey (Ed.), *A handbook of visual methods in psychology* (pp. 20–38). Routledge.

Reid, K., Flowers, P., & Larkin, M. (2005). Exploring lived experience. *The Psychologist, 18*(1). 20–23. https://www.researchgate.net/publication/221670347_Exploring_lived_Experience

Richardson, P. (2012). Teaching with a global perspective. *Inquiry: The Journal of the Virginia Community Colleges*, *17*(1), 43–50. https://commons.vccs.edu/inquiry/vol17/iss1/5/

Roberts, C., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (3rd ed.). Corwin.

Robertson, D. L. (1996). Facilitating transformative learning: Attending to the dynamics of the educational helping relationship. *Adult Education Quarterly*, *47*(1), 41–53. https://doi.org/10.1177/074171369604700104

Robertson, J. J., & Blasi, L. (2017). Community college student perceptions of their experiences related to global learning: Understanding the impact of family, faculty, and the curriculum. *Community College Journal of Research and Practice, 41*(11), 697–718. https://doi.org/10.1080/10668926.2016.1222974

Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials* (4th ed.). SAGE Publications.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). SAGE Publications.

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.

Salisbury, M. H., An, B. P., & Pascarella, E. T. (2013). The effect of study abroad on intercultural competence among undergraduate college students. *Journal of Student Affairs Research and Practice, 50*(1), 1–20. https://doi.org/10.1515/jsarp-2013-0001

Sandgren, D., Ellig, N., Hovde, P., Krejci, M., & Rice, M. (1999). How international experience affects teaching: Understanding the impact of faculty study abroad. *Journal of Studies in International Education, 3*(1), 33–56. https://doi.org/10.1177/102831539900300104

Sawatsky, A. P., Beckman, T. J., & Hafferty, F. W. (2017). Cultural competency, professional identity formation and transformative learning. *Medical Education, 51*(35), 462–464. https://doi.org/10.1111/medu.13316

Schattle, H. (2009). Global citizenship in theory and practice. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 3–20). Routledge.

Schwartz, S. J., Zamboanga, B. L., & Weisskirch, R. S. (2008). Broadening the study of the self: Integrating the study of personal identity and cultural identity. *Social and Personality Psychology Compass, 2*(2), 635–651. https://doi.org/10.1111/j.1751-9004.2008.00077.x

Seidman, I. (2013). *Interviewing as qualitative research; A guide for researchers in education and the social sciences* (4th ed.). Teachers College Press.

Shaftel, J., Shaftel, T., & Ahluwalia, R. (2007). International educational experience and intercultural competence. *Journal of Business & Economics, 6*(1), 25–34. http://assets.csom.umn.edu/assets/119235.pdf

Shanahan, J. (2009). Learning and communication. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of communication theory* (pp. 596–600). SAGE Publications. http://dx.doi.org/10.4135/9781412959384

Shiveley, J., & Misco, T. (2015). Long-term impacts of short-term study abroad: Teacher perceptions of preservice study abroad experiences. *Frontiers: The Interdisciplinary Journal of Study Abroad, 26*(1), 107–120. https://doi.org/10.36366/frontiers.v26i1.361

Smith, J. A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology & Health, 11*(2), 261–271. https://doi.org/10.1080/08870449608400256

Smith, J. A. (2011). Evaluating the contribution of interpretative phenomenological analysis. *Health Psychology Review, 5*(1), 9–27. https://doi.org/10.1080/17437199.2010.510659

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research.* SAGE Publications.

Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). SAGE Publications.

Smith, J. A., & Nizza, I. E. (2022). *Essentials of interpretative phenomenological analysis*. American Psychological Association.

Smith, J. A., & Osborn, M. (2015). Interpretative phenomenological analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (3rd ed., pp. 25–52). SAGE Publications.

Smolcic, E., & Katunich, J. (2017). Teachers crossing borders: A review of the research into cultural immersion field experience for teachers. *Teaching and Teacher Education, 62*, 47–59. https://doi.org/10.1016/j.tate.2016.11.002

Sokolowski, R. (2000). *Introduction to phenomenology*. Cambridge University Press.

Soria, K. M., & Troisi, J. (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural

competencies. *Journal of Studies in International Education, 18*(3), 261–280. https://doi.org/10.1177/1028315313496572

Spall, S. (1998). Peer debriefing in qualitative research: Emerging operational models. *Qualitative Inquiry, 4*(2), 280–292. https://doi.org/10.1177/107780049800400208

Spillett, M. A. (2003). Peer debriefing: Who, what, when, why, how. *Academic Exchange Quarterly. The Free Library*, 22, 1–5. https://www.thefreelibrary.com/Peer+debriefing%3a+who%2c+what%2c+when%2c+why%2c+how.-a0111848817

Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2–52). SAGE Publications.

Stake, R. E. (1995). *The art of case study research*. SAGE Publications.

Steinert, Y., O'Sullivan, P. S., & Irby, D. M. (2019). Strengthening teachers' professional identities through faculty development. *Academic Medicine, 94*(7), 963–968. https://doi.org/10.1097/ACM.0000000000002695

Stone, G. A., & Duffy, L. N. (2015). Transformative learning theory: A systematic review of travel and tourism scholarship. *Journal of Teaching in Travel & Tourism, 15*(3), 204–224. https://doi.org/10.1080/15313220.2015.1059305

Suarez, V., & McGrath, J. (2022). Teacher professional identity: How to develop and support it in times of change. *OECD Education Working Papers* (No. 267), OECD Publishing. https://doi.org/10.1787/b19f5af7-en

Tarrant, M. A. (2010). A conceptual framework for exploring the role of studies abroad in nurturing global citizenship. *Journal of Studies in International Education, 14*(5), 433–451. https://doi.org/10.1177/1028315309348737

Tarrant, M. A., Rubin, D. L., & Stoner, L. (2014). The added value of study abroad: Fostering a global citizenry. *Journal of Studies in International Education, 18*(2), 141–161. https://doi.org/10.1177/1028315313497589

Taylor, E. W. (1994). Intercultural competency: A transformative learning process. *Adult Education Quarterly, 44*(3), 154–174. https://doi.org/10.1177/074171369404400303

Taylor, K., & Marienau, C. (2016). *Facilitating learning with the adult brain in mind*. John Wiley & Sons.

Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). John Wiley & Sons.

Trede, F., Macklin, R., & Bridges, D. (2012). Professional identity development: A review of the higher education literature. *Studies in Higher Education, 37*(3), 365–384. https://doi.org/10.1080/03075079.2010.521237

Trilokekar, R. D., & Kukar, P. (2011). Disorienting experiences during study abroad: Reflections of pre-service teacher candidates. *Teaching and Teacher Education, 27*(7), 1141–1150. https://doi.org/10.1016/j.tate.2011.06.002

Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education, 46*(2), 153–184. https://doi.org/10.1007/s11162-004-1598-1

U.S. Department of Education. (2021). Community college facts at a glance. *Office of Career, Technical, and Adult Education (OCTAE).* https://www2.ed.gov/about/offices/list/ovae/pi/cclo/ccfacts.html

U.S. Department of Education International Strategy. (2022). Succeeding globally through international education and engagement. *International Strategy*. https://sites.ed.gov/international/files/2022/04/ED-IAO-International-Education-Strategy-2022.pdf

Vagle, M. D. (2018). *Crafting phenomenological research* (2nd ed.). Routledge.

van Hoof, A., & Raaijmakers, Q. A. W. (2002). The spatial integration of adolescent identity: Its relation to age, education, and subjective well-being. *Scandinavian Journal of Psychology*, *43*(3), 201–212. https://doi.org/10.1111/1467-9450.00288

van Lankveld, T., Schoonenboom, J., Volman, M., Croiset, G., & Beishuizen, J. (2017). Developing a teacher identity in the university context: A systematic review of the literature. *Higher Education Research & Development*, *36*(2), 325–342. https://doi.org/10.1080/07294360.2016.1208154

van Manen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.

van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy* (2nd ed.). Routledge.

Vande Berg, M., Paige, R. M., & Lou, K. H. (2012). Student learning abroad paradigms and assumptions. In M. Vande Berg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they're not, and what we can do about it* (pp. 3–28). Stylus.

Vázquez-Montilla, E., Just, M., & Triscari, R. (2014). Teachers' dispositions and beliefs about cultural and linguistic diversity. *Universal Journal of Educational Research, 2*(8), 577–587. https://doi.org/10.13189/ujer.2014.020806

Vicary, S., Young, A., & Hicks, S. (2017). A reflective journal as learning process and contribution to quality and validity in interpretative phenomenological analysis. *Qualitative Social Work, 16*(4), 550–565. https://doi.org/10.1177/1473325016635244

Wagner, J. (2011). Seeing things: Visual research and material culture. In E. M. Margolis & L. Pauwels (Eds.), *The SAGE handbook of visual research methods* (pp. 72–96). SAGE Publications.

Wertz, F. J. (2011). A phenomenological psychological approach to trauma and resilience. In F. J. Wertz, K. Charmaz, L. M. McMullen, R. Josselson, R. Anderson, & E. McSpadden (Eds.), *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (pp. 124–164). Guilford Press.

Willard-Holt, C. (2001). The impact of a short-term international experience for preservice teachers. *Teaching and Teacher Education, 17*(4), 505–517. https://doi.org/10.1016/S0742-051X(01)00009-9

Williams, E. N., & Morrow, S. L. (2009). Achieving trustworthiness in qualitative research: A pan-paradigmatic perspective. *Psychotherapy Research, 19*(4–5), 576–582. https://doi.org/10.1080/10503300802702113

Williams-McMillan, Y., & Hauser, G. M. (2014). The impact of a system-wide community college professional development program on pedagogical practice: An assessment of

faculty perspectives. *International Journal of Arts & Sciences, 7*(2), 617–627. http://www.universitypublications.net/ijas/0702/pdf/P4RS32.pdf

Willis, J. (2010). The current impact of neuroscience on teaching and learning. In D. A. Sousa (Ed.), *Mind, brain, & education: Neuroscience implications for the classroom* (pp. 44–66). Solution Tree Press.

Wolff, F., & Borzikowsky, C. (2018). Intercultural competence by international experiences? An investigation of the impact of educational stays abroad on intercultural competence and its facets. *Journal of Cross-Cultural Psychology, 49*(3), 488–514. https://doi.org/10.1177/0022022118754721

Wood, D. R. (2019). Study abroad outcomes assessment: A community college case study. In G. F. Malveaux & R. L. Raby (Eds.), *Study abroad opportunities for community college students and strategies for global learning* (pp. 72–89). IGI Global.

Yin, R. K. (2018). *Case study research and applications: Designs and methods* (6th ed.). SAGE Publications.

Youngs, C. S., & Youngs, G. A. (2001). Predictors of mainstream teachers' attitudes toward ESL students. *TESOL Quarterly, 35*(1), 97–120. https://doi.org/10.2307/3587861

APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS

Thank you for agreeing to allow me to interview you today. I appreciate you taking time from your busy schedule to participate in this study.

Before I get to the questions, I am going to introduce the study first and give you some background about my research goals. I am going to ask you 12 questions about your personal experiences with leading study abroad courses. I will start by asking you to give me a brief overview of the study abroad educational program or programs that you have led or co-led. For this study, I am interested in learning about the lived experiences of community college faculty who lead short-term study abroad programs and how you make meaning from the experience. I realize that the objectives for most study abroad programs are centered on the student experience, but for this study I am interested on the experiences of faculty rather than students. I also realize that during study abroad programs, students and faculty learn a lot about subject matter such as language, humanities, or science but, again, I am interested in learning more about meaningful learning on a personal level for the faculty leaders aside from their students.
I would like to focus on:

1. What you personally learned from leading a study abroad program in terms of cultural and societal understanding.
2. How you describe how you have used (or would like to use) this newly gained knowledge in the classroom.

Throughout the interview, I ask that you be as open and honest as possible. Feel free to elaborate as much as you wish. My role is to ask you the questions and any follow up questions for clarification. Your role is to use this time to reflect on and describe how the experience affected you personally as far as social and cultural learning are concerned. I too have led study abroad programs, but my goal is to allow you to use this time to speak freely and openly so that I can learn how you make meaning and sense of the experience. I will be recording the interview.

After the interview, I will work on transcribing the interview word for word by reviewing the recording. Once that process is completed, I will email you the transcription and ask you to look it over to see if I have omitted anything or written anything incorrectly and I will ask you to let me know if there are any issues that you can see.

I have scheduled 45 minutes for each of the two interviews or 90 minutes for one interview. I would like to remind you that you may stop the interview at any time. Do you have any questions before we begin?

The overall research questions that are guiding this study are:

1. How do community college faculty describe personally meaningful forms of learning including social and cultural learning, if any, from leading a study abroad program?
2. How do community college faculty describe how they apply what they have learned in their non-study abroad courses?

Interview Questions

Note: for one 90-minute interview the following questions will be combined.

First 45-minute Interview (or beginning of 90-minute interview)

1. Tell me a little about yourself, your teaching job, and the study abroad program that you led.
2. Leading a study abroad program is a unique experience. What was it like for you personally to lead a study abroad program?
3. If you can think back to when you were planning the program, you probably had some expectations about the country or people. Describe any perceptions or assumptions about the country or the people that did or didn't meet your expectations.
4. From an international and global viewpoint as an educator, describe why you feel it was important for you to lead a study abroad program.
5. Tell me about the artifacts that you provided and why you chose to share those particular items.
6. Study abroad is considered a high impact and transformative learning experience for students. Describe a highlight or significant moment that made a meaningful impact on you personally.
7. Experiential learning experiences such as study abroad have been shown to be an effective method of learning for adults. How would you describe what you learned (if anything) from the experience about yourself?

Second 45-minute Interview (or continuation of 90-minute interview)

8. Compared with that of the country you visited, describe how this experience changed your personal perceptions (if any) of our society and culture.
9. How has leading a study abroad program impacted you professionally as an educator?
10. Describe how the experience made an impact on your views about teaching your regular classes.
11. Describe any changes (if any) that you made in your regular classes as a result of what you learned after leading the study abroad program.
12. Is there anything that you would like to share about your experiences that I have not asked?

Conclusion

Thank you for your generous offer of your time and willingness to partake in this research. If I have any follow-up questions, I will reach out to you. After this interview is transcribed, I will send you a copy to review before proceeding with the data analysis for your review if you so choose. If you have any questions for me regarding the study, please contact me via email or phone. I appreciate you taking the time to contribute to my research study by sharing your experiences leading study abroad programs.

APPENDIX B

MAPPING TABLE: INTERVIEW QUESTIONS / RELATED LITERATURE

Research Question	**How do community college faculty describe personally meaningful forms of learning including social and cultural learning, if any, from leading a study abroad program?**	**How do community college faculty describe how they apply what they have learned in their non-study abroad courses?**	
Interview Question			**Related Literature**
1.Tell me about your study abroad program.	X		Kolb, Concrete Experience
2.What is it like for you personally to experience leading a study abroad program?	X		Kolb, Reflective Observation, Dirkx
3.Describe any perceptions or assumptions about the program/country/people that did or didn't meet your expectations.	X		Kolb, Reflective Observation, Mezirow, Cranton
4.From an international and global viewpoint as an educator, describe why you feel it was important for you to lead a study abroad program.		X	Kolb, Reflective Observation, Internationalization Deardorff, Intercultural Competence
5.Tell me about the artifact(s) that you provided and why you chose to share that particular item.	X		Kolb, Reflective Observation, Dirkx
6. Reflecting back on the experience, describe a highlight significant moment that made a meaningful impact on you.	X		Kolb, Reflective Observation, Dirkx

7.How would you describe what you learned (if anything) regarding your personal beliefs, behaviors, thoughts, or intercultural expectations?	X		Kolb, Abstract Conceptualization, Deardorff, Intercultural Competence
8.Describe how this experience changed your personal perceptions (if any) of our society and culture compared with that of the country you visited.	X		Kolb, Abstract Conceptualization
9.How has leading a study abroad program impacted you professionally as an educator?		X	Kolb, Abstract Conceptualization, Knowles, Adult learning, Kuh, High Impact education
10.Describe how the experience made an impact on your views about teaching your regular classes.		X	Kolb, Abstract Conceptualization, Knowles, Adult learning, Kuh, High Impact education
11.Describe any changes (if any) that you made in your regular classes as a result of what you learned after leading the study abroad program.		X	Kolb, Active Experimentation, Knowles, Adult learning, Kuh, High Impact education

APPENDIX C

INVITATION TO PARTICIPATE IN STUDY

Dear Study Abroad Leader,

My name is Ann Simpson, and I am a doctoral candidate at Old Dominion University (ODU) in Norfolk, Virginia. I would like to invite you to participate in a research study that I am conducting to fulfill a portion of the academic requirements for the Ph.D. program in Community College Leadership at ODU. Upon completion of this study, I hope to better understand the personal learning perceptions and experiences of community college faculty who have led or co-led short-term study abroad programs. You were recommended to me as someone who has led such programs.

Your participation in this study is voluntary. If you decide to participate, you may withdraw your consent and discontinue participation at any time without penalty. If you choose to participate in this study, you will agree to participate in either one 90-minute interview or two 45-minute interviews. The one-on-one interviews will be conducted via Zoom or telephone, and they will be recorded with a possible follow-up interview if needed.

Before the interview, you will be asked to respond to a brief background survey and sign an informed consent letter. The questionnaire should take no more than 10 minutes to complete, dependent on the number of study abroad trips that you have led or co-led. Afterward, you will be provided the opportunity and encouraged to review the transcript of your interview for accuracy.

I will also ask you to provide at least one to five artifacts electronically (photos, photos of souvenir, journal entry, etc.) that represents a meaningful experience for you personally during the program. Your responses and artifact results will be considered anonymous and will not be linked to your name or other directly identifiable information including your college affiliation. There are no monetary rewards for participation in this study.

If you would be willing to participate in this study, please respond to this email and I will contact you. If you have questions or are interested in participating in this research, please contact me at rsimp001@odu.edu.

Thank you for your interest in participating in this study.

Sincerely,

Ann Simpson
Old Dominion University
Graduate Student

APPENDIX D

PRE-INTERVIEW PARTICIPANT DEMOGRAPHIC SURVEY

Short-Term Study Abroad Community College Leader

Thank you for willingness to participate in this research. To ensure a diverse group of 10 faculty who have led short-term study abroad programs I would ask that you complete this survey. This survey will help provide information for the research project as well as provide some background information about you and the short-term study abroad program(s) that you have led or co-led at the community college level. (Note: short-term study abroad programs generally are from 2 to 8 weeks in length). I will also ask you to provide at least one to five artifacts electronically (photos, photos of souvenirs, journal entry, etc.) that represents a meaningful experience for you personally during the program. I would encourage you to share as many artifacts as you care to that would help describe learning experience for you personally. The goal of this study is to explore the personal effects on faculty during and after leading a short-term study abroad program and any perceived gains in personal learning plus any resultant modifications in your classroom pedagogy. Your responses and artifact results will be considered anonymous and will not be linked to your name or other directly identifiable information including your college affiliation.

Please respond to the following questions.

Name _____
College Name _____
Campus _____
Location _____
Gender
Male
Female
I prefer not to answer
Age:
20-29
30-39
40-49
50-59
60 or older
I prefer not to answer

What is your race and/or ethnic background?
American Indian or Alaska Native
Asian
Black or African American

Hispanic or Latino/a
White
Other _____
I prefer not to answer

Country of your origin (where you were born/grew up).
United States
Other _____
I prefer not to answer

Discipline taught when you led the study abroad program(s).
Humanities
Foreign Language
Business
Science
Education
Health Sciences
Other _____

Number of years as a community college faculty member as of the date of your latest study abroad program.
1-5 years
6-10 years
11-15 years
More than 15 years

How many times have you led or co-led a short-term study abroad program? (Note: short-term study abroad programs are generally from 2 to 8 weeks).
1
2
3
4
5
6+

Please list and briefly describe the destination(s) and approximate length in weeks for the program(s) you have led or co-led. Also, note the purpose of the program such as service-learning, language learning, culture based, nature based, discipline based, etc.

Had you lived in or previously spent time at the study abroad destination(s) and if so, how long?
Yes
How long _____
No

Do you have previous international travel experiences to other countries other than the study abroad destination? If yes, please briefly describe the travel experiences.
Yes
No
If yes, Description _____

Artifact
Please provide at least one to five photos or descriptions of artifacts that represent what the program(s) meant to you personally. These artifacts can be things such as photographs, books, souvenirs, country flag, field notes, diary entries, drawings, postcards, etc. These should represent something that is meaningful to you personally rather than for students. If you do not have such an artifact, or would prefer not to provide any, please write down at least one to five significant memories about the program that made an impact on you personally. Please email an electronic copy of these artifacts to me as an attachment at rsimp001@odu.edu.

Researcher's name and contact information:
Ann Simpson
Graduate Student
Old Dominion University
Norfolk, Virginia
Email: rsimp001@odu.edu

APPENDIX E

INFORMED CONSENT FORM

Dear Participant:
Thank you for agreeing to participate in my dissertation research. The purposes of this form are to give you information that may affect your decision whether to say YES or NO to participate in this research, and to record the consent of those who say YES. You are being asked to participate in a research project. Researchers are required to provide a consent form to inform you about the study, to convey that participation is voluntary, to explain risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask the researcher any questions you may have.

Study Title: Exploring Learning Experiences of Community College Faculty Short-term Study Abroad Leaders Using IPA and Visual Research

Researcher: Ann Simpson, M.S., Investigator, Community College Leadership Program, College of Education, Department of Educational Foundations and Leadership, Old Dominion University

Purpose: The purpose of this research is to explore the personal experiences of community college faculty who have led a short-term study abroad program. Many studies have been conducted to explore the experiences of students in study abroad programs, but few studies have involved the experiences of the faculty who lead study abroad programs. As a faculty member who has led or co-led a community college study abroad program, your participation will contribute to the body of knowledge in relation to the faculty viewpoint. It is anticipated that the results of this study will inform study abroad leaders of the social and cultural implications that impact faculty leaders.

Procedure: You will be asked to participate in either one 90-minute or two 45-minute one-on-one interviews with me via Zoom or telephone which will be recorded using an audio recorder. I will also ask you to provide one to five electronic artifacts such as a photograph, souvenir, journal entry, etc. that exemplifies your personal experience during the study abroad program.

Risks and Benefits: As with any research, there is some possibility that you may be subject to risks that have not yet been identified. You may experience some psychological discomfort as you recall past experiences in reflecting on the questions asked in the interview, depending on your individual experiences. There are no direct benefits for participation in the study.

Privacy and Confidentiality: Interview responses and artifact results are considered confidential and will not be linked to your name, school, or other directly identifiable information. All research materials, including recordings, transcripts, and artifact results, will be kept within a password protected personal computer available only to the researcher. After the conclusion of the study, the data (interview recordings and artifact photos) will be destroyed within five years after the study.

Audio Recording and Transcription: This study involves the audio recording of the interviews. Neither the name nor the other identifying information about the participant will be associated with the recordings or with the transcript. Only the researcher will listen to the recordings. The recordings will be transcribed by the researcher. Interview transcripts may be reproduced in whole or in part for use in presentations or written documents resulting from the study; however, neither the name or any other identifying information (such as voice) of the participant will be used in such presentations or documents.

Participation: Your participation is completely voluntary. It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study. You may choose not to participate at all, or to answer some questions and not others. You may also change your mind at any time and withdraw as a participant from this study with no negative consequences. Your decision will not affect your relationship with Old Dominion University, or otherwise cause a loss of benefits to which you might otherwise be entitled. There is no cost or compensation for participating in this study.

Contact: You are encouraged to ask any questions, at any time, that will help you to understand how this study will be performed and/or how it will affect you. You may contact the investigator, Ann Simpson at rsimp001@odu.edu or the investigator's faculty advisor, Dr. Dennis Gregory at dgregory@odu.edu 757-683-3702.

Thank you,

Ann Simpson
Doctoral Candidate, Community College Leadership
Old Dominion University

Voluntary Consent: By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later, then the researchers should be able to answer them:
Ann Simpson rsimp001@odu.edu
If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should contact Dr. Laura Chezan, current Chair of the Darden College of Education Human Subjects Review Committee at lchezan@odu.edu, or the Old Dominion University Office of Research at 757-683-3460 who will be glad to review the matter with you.
And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. You are also agreeing to having the interview recorded and subsequently transcribed into written form. You are also consenting to the use of the written transcription of the interview in presentations or written documents resulting from the study.

Participant's Printed Name _____
Participant's Signature _____
Date _____

Researcher's Printed Name _____
Researcher's Signature _____
Date _____

INVESTIGATOR'S STATEMENT: I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study.

APPENDIX F

ARTIFACT LIST AND THEMATIC CATEGORIES

Summary of Artifacts and Thematic Categories

Participant	Teaching Subject	Culture	Students	Nature	Faculty Experience	Social Issues	Total
Bruce	History	2	2		2		6
Charles	Geology		3	1	1		5
Cindy	Sociology		4				4
Jasmine	Biology						0
Julie	Art	6	1				7
Melinda	Social Science	2	3	2			7
Mitch	Math / Statistics	3	11	9	4		27
Richard	Business / Economics	63	11	9		6	89
Theresa	Art	2					2
Vickie	Nursing	7	7		1		15
Total		85	42	21	8	6	162

Detailed List of Artifacts and Thematic Categories

Participant Name (Pseudonym)	Artifact Title	Thematic Category
Julie	Students copying sculptures at Buddhist temple	Culture
7	Buddhist sculptures at Longmen Grottoes (Dragon Gate Caves)	Culture
	Students on the Great Wall	Students
	Older folks participating in dance/martial arts in squares and parks (from hotel window)	Culture
	The electric lines!	Culture
	Decoration and beauty everywhere, even electric poles.	Culture
	Part of the “hospital” at the Terracotta Warriors	Culture
Theresa	Art drawing Hundertwasser	Culture
2	Castle in Romania	Culture
Melinda	Parrot	Nature

7	Red Eyed Tree Frog	Nature
	Student Group with oars	Students
	Native Dancers in Costumes	Culture
	Students with coffee in baskets	Students
	Mayan Ruins	Culture
	Student Group Zip Line	Students
Charles	Columbia Outcrop with student group	Students
5	Crazy veins folding	Nature
	Faculty teaching	Faculty experience
	Walcott Quarry Burgess Shale Student group	Students
	Blog w student	Students
Bruce	Faculty Picking Coffee	Faculty experience
6	Our Group and residents at the community building	Students
	(Self) and student in Costa Rica overlooking Lake Arenal	Faculty experience
	Participant (student), with local resident	Student
	Managua Lakefront at Night “Trees” lit up	Culture
	Statue	Culture
Jasmine		
0		
Mitch	Turtles with Students	Students
27	Students at lunch on boat	Students
	Sunset	Nature
	Group photo on top of volcano	Students
	Airplane with stairs	Faculty experience
	Faculty w sea lions	Faculty experience
	Shark in water	Nature
	Snorkeling	Students
	Famous geologic formation	Nature
	Group photo in lava tunnel	Students
	Coffee beans	Culture
	Shrunken head in museum	Culture
	Faculty with student	Students
	Group photo on beach	Students
	Faculty with bust of Darwin	Faculty experience
	Blue footed booby	Nature
	Map of islands	Culture
	Iguana	Nature
	Dolphin in ocean	Nature
	Students in line at airport	Students
	Students walking on lava	Students
	Student with outstretched arms	Students
	Student with iguana	Students
	Cactus	Nature

	Bracelets	Faculty experience
	Sea lion statue	Nature
	Lonesome George statue	Nature
Cindy	Group photo w hosts	Students
4	Group photo	Students
	Group photo with cultural arch	Students
	Group photo with Taj Mahal	Students
Richard	Man carrying sticks on back	Culture
89	Student with Water Tank	Culture
	School Classroom	Culture
	Man on Stairs	Culture
	Rice and bread	Culture
	Motorcycle with gun	Society
	Students and House	Students
	Coffee plant with students	Students
	Students visiting home	Students
	Local people in house	Culture
	Cooking pots and firewood	Culture
	Cooking grill with students	Culture
	Students in House	Students
	Typical home	Culture
	Sign Political Statement	Society
	Student with Coffee Beans	Students
	Students and faculty	Students
	Poster Sandino estamo cumpliendo	Society
	Sign w Carl's Jr – American Influence	Culture
	Cart Street Vendor	Culture
	Person Cleaning Street	Culture
	Modern Grocery Store	Culture
	Modern Grocery Store	Culture
	Modern Grocery Store	Culture
	Modern Mall	Culture
	Mall	Culture
	Sign Hard Rock Café – American Influence	Culture
	Students with local people	Students
	Typical Market Along Roadside	Culture
	Sunset	Nature
	Managua tree lights	Culture
	Black and White Squirrels	Nature
	Hotel	Culture
	Typical meals	Culture
	Houses	Culture
	Town	Culture
	Coffee Plantation	Students
	Bathroom at School	Culture
	High End District	Culture
	Movie Theater	Culture

Eating Out Food	Culture
Downtown Picture	Culture
Statue of a female	Culture
Markets	Culture
University town	Culture
Tarantula	Nature
Students working on coffee plantation	Students
Little kid helping pick coffee	Students
Scenery	Nature
Volcano	Nature
Market	Culture
Revolutionary pictures	Society
Picture of Chavez	Society
Revolution pictures	Society
Revolution Hall	Culture
Lighted trees	Culture
Downtown pictures	Culture
Carts	Culture
Flatbed pickups with people going to work	Culture
Hot springs touristy thing at resort	Culture
Scenery clouds and mountains	Nature
Hotel with courtyard	Culture
Outdoor Irish pub	Culture
Tour guide	Culture
Making chocolate	Culture
Rotary club	Culture
Cathedral	Culture
Gay person who volunteered at rug making for poor	Culture
Downtown Granada	Culture
Roadside markets	Culture
Dogs everywhere	Culture
Oropendola nests	Nature
Monkeys	Nature
Island off Grenada nice homes	Culture
Bar scenes	Culture
Rum	Culture
Carts	Culture
Cathedral	Culture
Local market	Culture
Catholic school	Culture
Native dance w students	Students
Meal	Culture
Cat at hotel that likes rice	Culture
Lighted trees	Culture
Park benches	Culture
Pacific coast	Nature
Meal High end food	Culture
Hotel	Culture

	Roadside market	Culture
Vickie	Haiti Poster	Students
15	Newborn Baby	Culture
	101-Year-Old Woman w Student	Students
	Child Carrying Water	Culture
	Giving Vaccines	Students
	Heart Sounds	Students
	Hopes mother w faculty	Faculty experience
	Kenyan Hospital	Culture
	Maasai friends	Culture
	Poverty	Culture
	See dirt differently	Culture
	Setting up Clinic	Students
	Student with local person	Students
	Newborn twins	Culture
	Walking to School	Students

APPENDIX G

REPRESENTATIVE ARTIFACTS

Figure 1

Mitch: Coffee Beans

Figure 2

Mitch: Shark in Water Where Students and Faculty Were Snorkeling

Figure 3

Richard: Nicaraguan Police on Motorcycle with Gun

Figure 4

Charles: Burgess Shale and Class

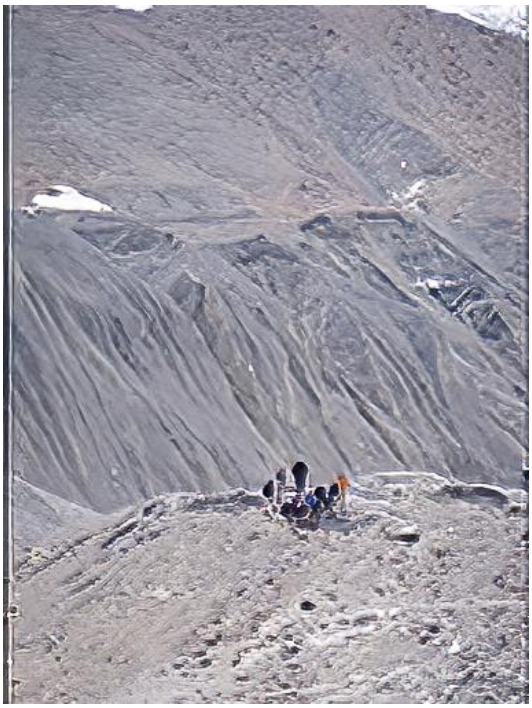


Figure 5

Julie: Terracotta Warriors

Figure 6

Theresa: Hundertwasser Painting

Figure 7

Mitch: Woven Bracelets from the Galapagos Islands

Figure 8

Mitch: Shrunken Head in Museum

Figure 9

Richard: Rural Nicaraguan Home

Figure 10

Richard: Rural Home of a Middle-class Nicaraguan Bureaucrat

Figure 11

Richard: Mall in Nicaragua

Figure 12

Vickie: Children in rural Kenyan village

Figure 13

Vickie: Young Child Carrying Heavy Container of Water on Back

Figure 14

Vickie: Local hospital with sign and mud

Figure 15

Vickie: Newborn twins in blankets

Figure 16

Vickie: See Dirt Differently

Figure 17

Richard: Rice and White Bread for Lunch

Figure 18

Richard: Firewood and Cooking Pots in Rural Nicaragua

Figure 19

Richard: Billboards showing Carl's Jr hamburgers in Managua

Figure 20

Richard: Sign Hard Rock Café Managua

Figure 21

Bruce: Managua Lakefront with Glowing Trees

Figure 22

Richard: Rural Nicaraguan School Room

Figure 23

Bruce: Picking Coffee

Figure 24

Mitch: Student Experiencing the Moment

VITA

Rachel Ann Simpson

EDUCATION

2023 Old Dominion University — Norfolk, VA
Ph.D. Candidate Community College Leadership

2004 James Madison University — Harrisonburg, VA
Master of Science in Biology

1992 Shenandoah University — Winchester, VA
Bachelor of Science (Biology/Chemistry)

1989 Lord Fairfax Community College — Middletown, VA
Associate of Arts and Science (Education)

1987 Lord Fairfax Community College — Middletown, VA
Associate of Arts and Science (Science)

PROFESSIONAL EXPERIENCE

2010 – Present Laurel Ridge Community College — Middletown, VA
Associate Professor – Anatomy & Physiology

- Program Lead Science Department 2005-2016
- Chair Teaching Excellence Committee 2015-Present

PUBLICATIONS

Falcon Press / Falcon Guides / Rowman & Littlefield Publishers

- Wildflowers of Shenandoah National Park, 2nd ed. 2022
- Wildflowers of Blue Ridge Parkway 2017
- Nature Guide to Yellowstone National Park 2015
- Nature Guide to Yosemite National Park 2014
- Nature Guide to Shenandoah National Park 2013
- Nature Guide to Blue Ridge Parkway 2013
- Nature Guide to Rocky Mountain National Park 2012
- Wildflowers of Shenandoah National Park 2011

SELECTED PRESENTATIONS

- Bridging the Culture Gap: How to Build a Sense of Welcome for Every Student. Virginia Community College Association Annual Conference. October 2022.
- Intercultural Competence: Strategies, Tips, and Best Practices to Develop Inclusive Classrooms. New Horizons Conference Virginia Community College System. April 2022
- Motivational Strategies for Enhanced Student Success. Adjunct Workshop. Lord Fairfax Community College. November 2019.