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A Study Abroad Development Studio for Building Faculty Capacity and Establishing Student Learning Outcomes: A Case Study

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Abstract

Like an ecosystem, internationalization has interdependent elements. This case study focuses on one component, faculty preparation and development, which impacts other components such as student learning outcomes. Assessment of short-term study abroad student learning outcomes is a complex process involving faculty development, program design, and the use of various assessment approaches. This case study contributes to the literature on faculty capacity-building by describing the process for the creation of a Faculty Development Studio. The goal was to increase faculty's capacity in intercultural teaching and learning, develop student learning outcomes for short-term study abroad, and design programs for maximizing experiential learning, reflection activities, and assessment. Findings suggest that developing a process for faculty development, providing protected time and support, and creating the space for dialogue among faculty yield potential for faculty to address short-term study abroad student learning outcomes as well as to expand their teaching and scholarly work.

Abstract in Spanish

Como un ecosistema, la internacionalización tiene elementos interdependientes. Este estudio se centra en un componente, la preparación y el desarrollo del

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profesorado, cual impacta otros componentes, como los resultados del aprendizaje de los estudiantes. La evaluación de los resultados del aprendizaje de los programas de corto plazo en el extranjero es un proceso complejo que incluye el desarrollo del profesorado, el diseño del programa y el uso de varios enfoques de evaluación. En el proceso de describir la creación del Estudio del Desarrollo del Profesorado (Faculty Development Studio), este estudio contribuye a la literatura sobre el desarrollo de la capacidad del profesorado. El objetivo era aumentar la capacidad del profesorado en la enseñanza y el aprendizaje intercultural, desarrollar los resultados de aprendizaje de los programas de corto plazo en el extranjero y diseñar programas para maximizar el aprendizaje experimental, las actividades de reflexión, y la evaluación. Los resultados sugieren que creando un proceso para el desarrollo del profesorado, proporcionando tiempo y apoyo, y creando un espacio para el diálogo entre el profesorado, ofrecen la posibilidad de que el profesorado enfoque atención a los resultados del aprendizaje de los programas de corto plazo en el extranjero, y amplíe la enseñanza y labor académica.

Keywords:

short-term study abroad programs, faculty-led, faculty capacity, student learning outcomes, global learning, intercultural knowledge, intercultural competencies, global competencies, internationalization, higher education

Introduction

Most institutions of higher education (IHEs) have created mission statements that in one way or another include developing global competencies or awareness in student populations (Holgate et al., 2020, p. 163) via global learning experiences. Global learning has been defined as having students critically engage with “interdependent global systems” and become “informed, open-minded, and responsible people attentive to diversity across the spectrum of differences” seeking to “understand how their actions affect both local and global communities” and working to “address the world’s most pressing and enduring issue collaboratively and equitably” (Association of American Colleges and Universities, 2009, Definition section). A common global learning opportunity offered to students is faculty-led short-term study abroad programs. In 2017-2018, 65% of student mobility programs in the US were short-term, eight weeks or less (Institute of International Education, 2019). To capture the impact of these experiences, many IHEs have transitioned from solely measuring program characteristics to defining and measuring student learning outcomes (Deardorff, 2016). Implementation of outcome assessment is valuable and there is a need to ensure alignment between objectives and assessment and how assessment is used for student learning (Deardorff, 2016; Deardorff & van

Gaalen, 2012). The process to get to this point in short-term, faculty-led, study abroad programs requires institutional buy-in and expanding faculty's abilities, skills, and expertise. Neither the international programs office administrators nor faculty work alone to create short-term, faculty-led study abroad programs (Dewey & Duff, 2009); they are part of a symbiotic internationalization ecosystem (Hoff & Gobbo, 2020; see Appendix A). Because sometimes those in positions overseeing internationalization efforts are not from within the field of internationalization, there is more reason to contextualize global learning in the ecological framework and to work with faculty to build capacity (Charles & Ogden, 2021; Knutson, 2021).

An "ecosystem" approach to internationalization (Hoff & Gobbo, 2020) proposes that global learning outcomes and assessment must be a part of institutional internationalization goals and that without the necessary up-front development, training, and support for those who lead international efforts, especially faculty leaders of short-term study abroad programs, those outcomes might not be achieved. Collaborative work within this ecosystem begins to yield the transformational change desired within IHEs with regards to global learning outcomes. Building faculty capacity for global learning is a necessary prerequisite to developing appropriate student learning outcomes for short-term study abroad programs, for identifying measurements that capture the intended learning outcomes, and for employing methods to use assessment for student learning. Yet, intentional efforts for faculty professional development with regard to internationalization are given inadequate attention (Osakwe, 2017) and faculty development is often an "overlooked topic" of inquiry (McAllister-Grande & Whatley, 2020, p.12).

This case study describes the process and provides evidence of one institution's effort to develop faculty capacity with the focus on creating student learning outcomes for study abroad and building faculty's capacity to teach and attain those outcomes.

Literature Review

Internationalization practitioners are often criticized for administering assessment tools without first determining the purpose of assessment; that is, they start with the "how" instead of starting with the "why" (Deardorff, 2016). Efforts are further critiqued when assessments are used solely to improve programs as opposed to improving learning (Deardorff & Whitehead, 2020). While the authors of this case study would agree that assessment for learning is valuable, in this study, the authors suggest that internationalization efforts

could benefit from taking a step back to focus on faculty development needs before moving forward. Before faculty can consider assessment as pedagogy for all types of global learning, including education abroad programs and determine the methods to assess for learning, institutions need to help develop faculty capacity for this process. Researchers confirm the need for both faculty interest as well as further training in global learning and internationalization (Gross et al., 2020). To begin to focus on the development of faculty, institutional leaders need to consider elements such as faculty knowledge of and involvement in global learning, institutional learning outcomes for education abroad, the value of incorporating intercultural learning and teaching as part of faculty development programs, and faculty's knowledge of assessment of global learning.

Faculty Involvement

Faculty involvement is central to internationalization efforts on campus, whether it is internationalizing the on-campus curriculum or developing an education abroad program (Niehaus & Williams, 2015). The process of developing global learning outcomes at an institutional level and seeking input from the larger campus community can be arduous. As an example, Florida International University decided to adopt three global learning outcomes as part of their Global Learning initiative. The adoption of these outcomes for all students came after a "difficult conversation" with faculty from a variety of disciplines across their campuses (Landorf et al., 2018, p. 36). Faculty approached the conversation according to their disciplinary focus and conversations had to be facilitated to have a more global learning focus. "It is often assumed that faculty has the knowledge and pedagogy required for internationalization of [the] curriculum, and that implementing [the] process comes natural with all faculty members in higher education" (Osakwe, 2017, p. 5). Yet, Mestenhauser (1998) revealed the lack of capacity of faculty to go beyond their discipline when internationalizing their courses. Researchers have established the need for strategic support and development for faculty leaders within the interdisciplinary focus of global learning (Gross et al., 2020).

Institutional Student Learning Outcomes for Education Abroad

When leading a study abroad program, many faculty leaders focus solely on their academic discipline and miss the opportunity to include the value added of developing students' intercultural and global competence. Yet, "there is limited research on how faculty members approach teaching study abroad courses" (Niehaus & Wegener, 2019, p. 106) and there is "a great deal of variation in faculty members' goals" (Niehaus & Wegener, 2019, p. 114). If neither the

institution nor faculty leaders have identified student learning outcomes for education abroad, and the goal of education abroad is to impact student growth and learning, then how will stakeholders know if the program impacted student growth and learning beyond the discipline and within the study abroad context? Faculty may be “designing short-term study abroad courses that align with many of the broader goals of internationalization; but the extent to which an individual course or even an array of courses align with institutional goals will vary” (Niehaus & Wegener, 2018, p. 115). Institutions and researchers have sought solutions to this issue. Researchers suggest that “working to shift faculty members' teaching goals to align more specifically to institutional objectives is one option” (Niehaus & Wegener, 2019, p. 115). Layne et al. posit that “institutions should train faculty in pedagogies appropriate to study away to facilitate student learning and development” (2020, p. 143). Thus, bringing faculty together to create institutional student learning outcomes for education abroad is imperative. Study abroad leaders must be given the tools that allow them to go beyond their discipline and include global learning outcomes as well.

Intercultural Learning and Teaching in Faculty Development Programs

At a minimum, inherent in education abroad is intercultural awareness. Thus, there is a need to consider the faculty leaders' capacity in this area. Faculty need the opportunity to develop their own understanding of this concept (Goode, 2007; Schuerholz-Lehr, 2007). The need for self-awareness of one's own cultural worldview comes before one can mentor others, such as students, in their intercultural development (Niehaus et al., 2018). Additionally, there is a need to provide support for study abroad faculty leaders who have not had the opportunity for intercultural development. This is important because as Childress (2010) points out “faculty who have not (a) lived, worked, or traveled overseas or (b) had significant interactions with individuals from different cultures, may lack an understanding necessary to integrate international and intercultural perspectives into their teaching” (p. 33). However, it cannot be assumed that prior international experiences “translate” into intercultural learning or transfer to teaching practices (Schuerholz-Lehr, 2007, p. 199). Sanderson (2008) asserts that “being accepting of cultural differences and knowing something of other cultures have a pivotal place in internationalization at the level of the individual teacher” (p. 282). Other researchers suggest faculty development programs include intercultural learning (Goode, 2007; Paige, 1993).

Faculty members cannot impart intercultural knowledge if they are not aware of it (Osakwe, 2017). Once faculty reflect upon their own intercultural development, they can then consider how their intercultural awareness impacts their students' intercultural development and learning (Goode, 2007).

In addition to intercultural learning, there is a need to develop faculty's intercultural teaching methods. This need is clearly shown in the results of a case study involving intercultural teaching capacity development of faculty directors of study abroad programs (Goode, 2007). Findings indicated that faculty directors should acquire skills in intercultural teaching to support the intercultural learning of their students. Developing faculty's intercultural pedagogy yields benefits to students. In a study focusing on intercultural competence gains of students as measured by the Intercultural Development Inventory (IDI), three student groups out of eight faculty-led study abroad programs made the highest gains due to the frequent and spontaneous use of culture learning reflection activities by the faculty directors during the program (Anderson et al., 2016, p. 12). Anderson (2016) stated that the three instructors of the groups "philosophically believed in the importance and the value of intercultural learning" (p. 12). These instructors had "at least basic training in the theories and facilitation of intercultural learning" (p. 16). This led Anderson to conclude that instructors should be trained in intercultural learning in order to effectively impact their students' learning outcomes. Additionally, as Yngve (2020) has concluded, students in short-term study abroad programs had greater chances to make gains in intercultural competence when the leader had intercultural competence pedagogical training.

Assessment

Pedagogy and assessment go hand-in-hand (Black & Wiliam, 2018). Teaching utilizes assessment, and assessment informs both teaching and learning (Black & Wiliam, 2018; Hernández, 2012). Assessment is a continuous and iterative process involving several stages (Oakleaf, 2009). Often, the first stage is establishing measurable and observable objectives that articulate what students will be able to do. Selecting instruments or methods that align with the objectives usually follows. Implementation is the next stage followed by collecting assessment results. Analyzing and using the assessment data are the final stages of the cycle. Assessment can be utilized *as* learning, which is student directed; *for* learning, which is teacher directed and for teacher use; and *of* learning, which is used to determine if the student learning outcomes were achieved (Black & William, 2018).

Faculty consistently assess their courses within their discipline, but without intention, they do not create, are not prepared to, and do not assess internationalization outcomes (Schuerholz-Lehr et al., 2007). Thus, there is a need to first develop the capacity of faculty to be able to affect and also assess student learning outcomes when leading short-term study abroad programs. In order to be able to assess learning outcomes when one has not done so previously, there is a need to develop faculty capacity in this area. Assessing study abroad outcomes involves not only learning how to do so but also the ways to do so and the ways in which to affect the outcomes based on the design of the program.

In summary, the ultimate goal is to design study abroad programs with the student learning outcomes embedded in the design and an assessment plan in mind. Faculty development is a precursor to developing student learning outcomes and an assessment plan. Faculty cannot begin to determine how to best assess students for learning during faculty-led short-term study abroad programs if they do not first have faculty development support to do so (Niehaus & Williams, 2015).

Theoretical Framework

Internationalization as an Ecosystem

The framework guiding the Faculty Development Studio and its impact is Hoff and Gobbo's (2020) approach of recognizing internationalization as an ecosystem (see Appendix A). Internationalization at the university level has many parts and relies on many people for transformational change to take place. According to Hoff and Gobbo (2020), to accomplish one of the underlying goals of internationalization, that of meeting global learning outcomes, IHEs would benefit from understanding global learning as part of a larger internationalization ecosystem. Like any ecosystem, internationalization is composed of dynamic elements that are interrelated and interdependent. In Hoff and Gobbo's (2020) model, these elements are Mission and Institutional Structures, Mobility Programs, and Global Learning Outcomes.

To begin, within the Mission and Institutional Structures element, the institution needs to articulate its global learning focus within the mission statement. Then, financial and human resources are needed to support the mission. If, for example, faculty and staff professional development and capacity-building for enhancement of pedagogical practices, curricular modifications, and strategic enrollment, are required global learning components, then the organizational structure of the institution needs to

support this mission. In many cases this requires an appointment of administrative positions and the creation of corresponding offices and staff to guide the efforts.

A signature component of internationalization is the element of Mobility Programs, conveying individuals to and from institutions around the globe. Bringing together domestic and international individuals, either in person or virtually, also benefits global learning. Any type of mobility “across borders at home and abroad” (Hoff & Gobbo, 2020, p. 34) has the potential to benefit internationalization efforts. Within this element of the ecosystem, faculty development can assist in highlighting how global learning can be accomplished at home and abroad and can be both part of a discipline and interdisciplinary.

As to the Global Learning Outcomes element, institutions need to articulate their intended outcomes in order to work towards meeting them. Subsequently, they need to collaborate and determine ways for global learning to occur within local communities and across cultures, as well as at home and abroad, to capture and integrate intercultural and cross-disciplinary knowledge, skills, and attitude changes.

All parts of the ecosystem are necessary. However, for the purpose of this case study, the focus is mainly on the Mobility Program element within Hoff and Gobbo’s (2020) Global Learning Ecosystem model because this study focused on developing faculty capacity for creating student learning outcomes for study abroad and building faculty’s capacity to teach and attain those outcomes. Student mobility programs, especially outgoing study abroad programs, lend themselves to an essential element of the ecosystem - faculty development - since faculty are intimately involved in faculty-led study abroad programs. According to Hoff and Gobbo (2020), institutions often invest in structural changes (such as staffing and programming) and mobility programs before providing opportunity for faculty global learning development. Capacity-building is an area not given the amount of attention necessary. Yet, building faculty’s capacity for interdisciplinary approaches to teaching global learning is essential to deliver the greatest impact towards internationalization for all students—that is, for students who travel abroad, for international students coming to the U.S., and for students who do not travel internationally. It is this area of faculty capacity-building that is addressed in this study.

Methodology

The purpose of this article is to contribute to the scholarly dialogue on the process of faculty capacity development for education abroad by documenting an approach to 1) increase faculty's intercultural competency, 2) collectively develop student learning outcomes for short-term, faculty-led study abroad programs, and 3) build faculty's capacity to teach to and assess attainment of those outcomes. To this purpose, this study utilized a qualitative, descriptive, single-case study design to capture the process and outcomes of a Faculty Development Studio. Descriptive case studies are useful "in presenting basic information about areas of education where little research has been conducted" (Merriam, 1998, p. 38). The nebulous, complex process of faculty development that is initiated by an institution is not often documented from its inception nor is its creation process examined.

Program Description and Process

This Faculty Development Studio took place at a large, urban, public university in the southeast region of the United States. The Faculty Development Studio was conceptualized within the Office of International Programs. It was developed in cooperation between the Office of Education Abroad and the Office of Global Education and Engagement. An instructional designer from the Center for Teaching and Learning was also part of the development team. The first author was the principal designer of the Faculty Development Studio.

In consultation with Deans and Department Chairs, seven faculty members were identified and invited to participate (see Table 1). There were several factors that determined how many people could participate in the Faculty Development Studio (i.e., budgetary concerns, faculty experience in leading programs abroad, and a desire to keep the group small to start with so as to be able to have deep and meaningful discussions). Participants were chosen because they led study abroad programs, had an interest in internationalization efforts, and/or had some experience in creating global learning outcomes. The second author was a participant.

The purpose of the Faculty Development Studio was three-fold: 1) to create student learning outcomes specifically aligned to global learning to eventually be used for all study abroad programs, 2) to identify an instrument to use as part of a system of tools to assess study abroad programs, and 3) to create a faculty development model that can be replicated yearly for faculty interested in creating and leading short-term study abroad programs.

	Gender	Rank	Discipline
1	Female	Lecturer	College of Business
2	Female	Associate Professor	College of Education
3	Male	Associate Professor	College of Education
4	Female	Professor	College of Health and Human Services
5	Male	Associate Professor	College of Liberal Arts and Sciences
6	Female	Professor	College of Liberal Arts and Sciences
7	Male	Professor	College of Liberal Arts and Sciences

TABLE (1): STUDIO PARTICIPANTS' RANK AND ACADEMIC DISCIPLINES

Program Components

The Faculty Development Studio had three parts: 1) an online workshop on the development of learning objectives, 2) a workshop with a consultant who conducted research on assessments related to short-term faculty-led programs, and 3) a final workshop conducted abroad to introduce culture-learning concepts, experiential and active learning principles for best use of the local context, and potential assessment methods.

Part 1: Online Workshop - Introduction to Learning Objectives

The goal of the asynchronous online workshop was to clarify the use of learning objectives for teaching and provide concrete steps for planning and writing course and module objectives to match what one needs and wants to teach. Due to the possibility of different levels of knowledge of the participants concerning teaching for learning outcomes, it was decided that there was a need to establish a basic level within the group. The online workshop was a three-hour course completed within one week's time.

Part 2: On Campus Workshop - Study Abroad Development Studio

The goal of the on-campus workshop was to educate faculty in the design of transformational education abroad experiences and to provide resources for the design, delivery, and assessment of those experiences. This part was facilitated by an outside consultant who had researched established pedagogical approaches, learning outcomes, and assessment methods. There was an evening of getting to know everyone over dinner and conversation and a half day workshop the next day.

The workshop entailed the consultant's description of attainable learning outcomes, established teaching methods, reflection activities, and

various commonly known published intercultural competence assessment tools. The consultant framed the use of reflection activities within Mezirow's Transformative Learning Theory (1991). The consultant relayed how incorporating experiential learning activities during short-term study abroad programs created opportunities for transformational learning.

Toward the end of this workshop, the participants were given a copy of the *Maximizing Study Abroad* guidebook (Paige et al., 2004). There are two volumes in the series "designed with the overall purpose of preparing students...but with different audiences in mind" (Hoff & Paige, 2008, p. 89). Participants received the *Students' Guide*, which can be used as a course text, and were asked to read specific sections of the book and to complete certain activities before the next part of the Faculty Development Studio in order to gather a fundamental understanding of the culture-learning concepts and strategies.

Part 3: Abroad Workshop – Models and Perspectives

This portion of the Faculty Development Studio took place in England. Sessions were held at one of the University's partner institutions. A visit to the local office of a third-party study abroad program provider that works with the Office of Education Abroad to customize study abroad programs was also arranged. The underlying intention behind completing this part abroad was to leverage international partnership expertise in the area of capacity-building and education abroad. In addition, the time abroad served as protected time and space for contemplation and completion of the tasks and formation of a community for faculty development.

The goal of the abroad workshop was to introduce a variety of cultural and experiential learning concepts and to produce learning outcomes to be used as the set of student learning outcomes (SLOs) for all future faculty-led short-term study abroad programs. In addition, potential assessment tools were also discussed. During this portion of the Faculty Development Studio, a representative of the University's Provost Office, who happened to be in England, participated in the sessions and worked alongside the participants.

Throughout this portion and as a result of the session dialogues, the participants generated ideas for activities, such as a cultural inquiry project, and drafted wording for potential SLOs. They also created a potential template for aligning proposed programs to these SLOs as well as examined their own study abroad programs. Additionally, they produced lists of resources, considered

programmatic and instructional models, and discussed various assessment methods and tools.

During this part of the Faculty Development Studio, administrators proposed the use of an assessment tool, the Global Engagement Survey (GES; Campus Compact, 2021). The GES focuses on three components - Cultural Humility, Critical Reflection, and Global Citizenship. Across these three components, the following eight scales are measured: openness to diversity, self-awareness, civic efficacy, political voice, conscious consumption, global civic values, human rights beliefs, and critical reflection. Participants were given information about the GES and asked to further research it to provide input on its potential use. Eventually, the participants concluded that the GES was not a good fit because the scales did not align with the proposed SLOs that were being collaboratively constructed. Other instruments were suggested, and administrators were tasked with conducting further research into the potential use of the suggested instruments.

At the local office of the third-party study abroad program provider, a visiting faculty member who had arranged a program through the company discussed community engagement work as part of the study abroad experience. The personal account included the program structure and the results from the assessment of the community engagement experience.

Post Studio

Upon return from the abroad portion of the Faculty Development Studio, participants were sent a questionnaire (see Appendix B) to provide feedback on their experience. Over half of the participants (57%) responded. Two months later, a follow-up meeting was held to review the proposed SLOs and their wording.

As part of the review of other assessment instruments, administrators suggested examining the use of The Intercultural Effectiveness Scale (IES Version 3.1; Kozai Group, Inc., 2020). Through the conversation, faculty suggested they should take it first as a way to inform their opinion about its use. Administrators agreed this might also be beneficial for faculty's intercultural growth and development and agreed to purchase the assessment for each participant. A few weeks later, participants received notification to take the IES.

IES Follow-Up

A meeting to discuss the IES was being planned when the University had to quickly shift to online operations due to COVID-19. After the semester was

over, participants met virtually to further discuss the IES and next steps. In anticipation of that meeting, participants were sent a questionnaire (see Appendix B) to gauge their experience with the IES and if the instrument influenced what they might do in their future study abroad programs and with their future study abroad participants. Five out of the seven (71%) participants responded to this brief questionnaire.

Data Analysis

Responses to the questionnaires were quantitatively and qualitatively analyzed. Frequency counts were calculated for yes/no questions. Open-ended responses were coded and themed using a constant-comparison method (Strauss & Corbin, 1998). Artifacts were qualitatively examined with the purpose of trying to capture the evolution of the ideas produced by the participants during the Faculty Development Studio.

Results

Results based on the questionnaires are provided for each segment of the Faculty Development Studio. Where applicable, direct quotations from respondents are provided in italics.

Online Workshop

With regards to the value of the Online Workshop, half of the respondents indicated they had knowledge and skills of backward design course development, felt the online course “*assumed very little knowledge on the part of the faculty,*” and did not offer new knowledge. The other half of the respondents indicated they “*learned more*” about backwards design as a result of the online workshop.

On-Campus Workshop

Most of the respondents (75%) were familiar with the information offered during the On-campus Workshop. They indicated the workshop “*reinforced information*” and provided some “*helpful*” ideas. Respondents indicated they would have preferred to learn about no-cost assessment tools, to use discussion time to “*draw from the experience of the group,*” and to have “*brainstorming*” opportunities to consider how to conduct study abroad research.

Abroad Workshop

During the Abroad Workshop, most of the respondents (75%) indicated they were familiar with experiential learning and active learning and “*aware of*

[its]value,” thus, for some, being “*walked through it*” felt “*frustrating.*” However, half of the respondents indicated that working in small groups was a “*plus*” and enjoyed the “*sharing by the other faculty.*” Half of the respondents indicated that “*culture-learning*” concepts were new to them and that they “*were taking many notes on ways to enhance culture-learning for students*” and “*found the discussion stimulating.*” All of the respondents found the information on service-learning to be useful and some (50%) of the respondents considered its implementation for their study abroad programs. Additionally, all respondents indicated their knowledge of including reflection in their education abroad programs increased. Some (50%) considered “*ways to build on*” how they have students reflect and what they already have students reflect upon. As faculty and administrators, respondents were all aware of the importance of SLOs. What they indicated they valued most was the discussion and thoughts around how to craft the SLOs for short-term study abroad programs.

Overall, respondents found the Faculty Development Studio to be a positive experience. Respondents indicated the “*participants made the experience especially powerful.*” Having “*excited faculty, staff, and administrators together for a common purpose*” was beneficial to accomplish the task at hand. The fact that all participants had read the same book beforehand served as “*a foundation*” for the discussions.

Respondents did not see the relationship between the visit to the third-party study abroad program provider and the conversation with the visiting faculty as it related to the purpose of the Faculty Development Studio.

Respondents did enjoy meeting and interacting with colleagues at the partner university in England and felt the time spent there was “*meaningful and important*” to the task of developing SLOs.

Emphasis in the responses were on the value of discussion and idea generation among the faculty in shaping achievable and measurable SLOs. Respondents were looking forward to the follow-up sessions for “*going deeper into what [was] discussed.*” One respondent indicated interest in “*seeing this Studio become the foundation for bringing together faculty across campus who teach study abroad courses and learning from each other’s experiences.*” Another respondent felt “*future Studios can build more*” upon the work of this first Faculty Development Studio especially with regards to assessment. Respondents acknowledged and were appreciative of the University and the Office of International Programs for providing the opportunity and experience.

Faculty Development Studio Artifacts

Artifacts from the Abroad Workshop portion of the Faculty Development Studio can be seen in Figures (1) and (2). One product accomplished during the group's time abroad was a draft of the SLOs for study abroad programs. Figure (1) shows one iteration of the wording for the SLOs. It should be noted that coming up with SLOs was a goal of the Faculty Development Studio because no SLOs had existed before.

Another artifact from the group's time abroad was a form template that emerged from conversations during the workshop. This template was formulated as participants discussed how faculty might align their discipline-specific study abroad program components and learning activities to the proposed study abroad SLOs (see Figure 2). This template was not a goal of the Faculty Development Studio; however, the template serves as evidence of the evolution in the dialogue among the participants with regards to the SLOs.

In Figure (1), the SLOs stand alone; however, participants considered grouping the SLOs to make them understandable for faculty interested in leading study abroad programs. In Figure (2), the SLO's are categorized into Global Learning, Academic Knowledge, and Personal Growth. Yet, as can also be seen in Figure (2), participants felt some of the SLOs could fall in more than one category (e.g., *Explain global interconnectedness of people and places* was included under both Global Learning and Academic Knowledge). The discussion that produced this template illustrates that participants were not only focused on the creation of the SLOs, but also thought about approaches to help future study abroad faculty see connections between their existing program and course objectives and activities and the proposed SLOs. By creating such a template, the participants seemed to be "testing" the SLOs and seeing if they could be applicable to different disciplines. By organizing the SLOs into categories, the participants seemed to be reorganizing the SLOs so they could be applicable to all disciplines and to areas of interest in academia.

Student Learning Outcomes:

• Communicate the global relevance of the education abroad program
• Engage with cultural similarities and differences
• Critically reflect on one's own cultural situatedness
• Explain global interconnectedness of place and people

FIGURE (1): FACULTY DEVELOPMENT STUDIO ARTIFACT: DRAFT OF STUDENT LEARNING OUTCOMES

An Education Abroad program influences Global Learning, Academic Knowledge, and Personal Growth. Faculty, please show alignment of your proposed program objectives with the study abroad student learning objectives. For Example:

	Short-Term Study Abroad SLOs	
Program-/Course-Specific Objectives	Global Learning Objectives	Anticipated Learning Activity(ies)
<i>Program Objective:</i> Engage students in the host culture through cross-cultural experiential learning to gain perspectives of other cultures and languages.	<i>Student Learning Objective:</i> Engage with cultural difference.	
	<i>Student Learning Objective:</i> Explain global interconnectedness of people and places.	
Program-/Course-Specific Objectives	Academic Knowledge Objectives	Anticipated Learning Activity(ies)
<i>Program Objective:</i> Engage students in the content area learning with a global relevance.	<i>Student Learning Objective:</i> Explain global interconnectedness of content.	
Program-/Course-Specific Objectives	Personal Growth Objectives	Anticipated Learning Activity(ies)
<i>Program Objective:</i> Engage students in experiential learning opportunities with the potential of challenging students' intercultural perspectives/mindset with local and/or global contexts.	<i>Student Learning Objective:</i> Communicate the global relevance of the education abroad program.	
	<i>Student Learning Objective:</i> Critically reflect on one's own cultural situatedness.	

FIGURE (2): FACULTY DEVELOPMENT STUDIO ARTIFACT 2: SAMPLE ALIGNMENT TEMPLATE

IES Follow-up

After taking the IES, 80% of the respondents indicated that analyzing their IES results was insightful for their own intercultural development. With regards to the IES's influence on their future study abroad program, two respondents felt the instrument was "*not perfect*" and "*cumbersome*." The participants did not confirm the use of the IES for all programs. They had reservations about the viability of significant change from pre- to post-results on the IES for short-term programs. Participants felt they needed more information about the dimensions of the IES and training on the use of the IES results. While one respondent felt the IES could be used at the program level for pre- and post-study abroad comparison, the overall sentiment across over half of the respondents (60%) was that the value of the IES was for student-centered learning. Respondents felt the IES would allow for a "*shared language*" and the IES results would be useful in "*talking with students about their own [intercultural competencies] development*" and their "*strengths and opportunities for growth*." Respondents felt the IES could be "*easily integrated*" with other existing assignments. In particular, students could use the IES results to develop a "*personal plan*" or "*student learning contract*" for their study abroad experience. In this way, the IES could be used by students as an assessment for their own learning.

Discussion and Implications

By definition, a prototype is an early model of a concept. The Faculty Development Studio is one model created in an attempt to develop faculty capacity with the focus on creating student learning outcomes for study abroad and building faculty's capacity to teach and attain those outcomes. A prototype is often not perfect; it has some things right and other things that need to be improved upon.

Working within the Ecosystem: Investment in Faculty Development across All Levels

One way this Faculty Development Studio "got it right" was that it had investment from all levels of the institution – the Provost's Office, the Office of International Programs, the Deans and the Chairs, and the faculty at various academic ranks and also from international partners. The entire "ecosystem" was invested in the success of the Faculty Development Studio. This result concurs with Layne et al.'s (2020) findings related to the importance of

institutional support for investing in faculty and how perceived high levels of institutional support impact faculty's feelings about creating and facilitating short-term study abroad programs. Our findings also concur with Osakwe's (2017):

every institution of higher education should examine their unique situation and create or adopt [the] best procedure to ensure the development of a core faculty who demonstrate personal and global competence and can integrate both international and intercultural perspectives into their courses (p. 19).

Since every institution is unique and not all institutions do internationalization in the same way, stakeholders would need to invest in and create a faculty development process that could work within their institutional ecosystem.

Instructional Design Specific to Study Abroad

While collaboration with the Center for Teaching and Learning was productive, one component for improvement was the instructional design portion. A pre-existing online module on backwards design was repurposed for the Faculty Development Studio participants and the data results indicated it was not the "right fit." A module specific to instructional design for study abroad programs should be offered. It cannot be assumed that all faculty know how to effectively design curriculum and choose methods and assessments based on student learning outcomes specifically for study abroad. Due to the varied levels of expertise of faculty who lead study abroad programs, faculty development models would need to find appropriate methods to gauge faculty's knowledge in creating and assessing student learning outcomes for education abroad. Otherwise, faculty might feel frustrated and disengage from the development process.

Faculty Benefits

Investing in faculty has the potential for faculty to grow personally, in their teaching, and to expand their scholarly work. Three elements emerged as most germane to the Faculty Development Studio – 1) faculty's increased self-awareness of their own intercultural competencies; 2) faculty's appreciation of time and support to think through study abroad program design, pedagogical approaches, reflection activities, and assessment options; and 3) the opportunity for faculty to speak with and learn from other faculty who lead short-term study abroad programs.

Faculty development models should incorporate methods for faculty to evaluate their own intercultural knowledge and competencies. This might be accomplished through faculty's self-reflection on their results from an established instrument, such as the IES, or through some other method of reflection. This information would not need to be shared; it would be an assessment used for the faculty's own learning. Faculty should have the opportunity to reflect on ways they can leverage their strengths and bolster their areas for improvement so as to better develop study abroad programs that aim to teach toward and attain SLOs.

The multifaceted nature of creating and facilitating a study abroad program requires time and intentionality above and beyond that put into preparing a traditional class. Space for this time and thought is often not supported, and the need for additional time and thought is often not acknowledged. Faculty development models should provide protected time and support for faculty to work through creating a study abroad program where the relationship between the intended objectives and all the program and course elements (such as resources, teaching, tasks, activities, experiences in and out of country, assignments, and assessment for learning) are well aligned.

Participants found learning from each other valuable. These findings align with the findings of Layne et al. (2020) in that faculty appreciate learning from one another. Faculty development models should allow for sharing to occur by forming a mentor and mentee system or a learning community to allow for sharing of practices and pitfalls. These opportunities could lead to valuable research collaborations with potential to further inform the field of short-term, faculty-led study abroad.

Use Formative Assessment for Learning

Regardless of the instrument or the assessment method decided upon, one value of assessment for short-term study abroad programs is in its formative use. For example, the use of an assessment to capture a baseline of where students are with regards to their intercultural learning and using that information to determine how students can further develop would be valuable for students' learning. Based on formative assessment information, faculty are able to appropriately plan learning opportunities for growth and have students reflect on their assessment results. Reflections could serve as the basis for students to create a personal learning plan for study abroad. The use of

formative assessment reinforces the practice of using assessment to guide students' learning. Using formative assessments aligns with the appeal of researchers (see Deardorff, 2016; Deardorff & van Gaalen, 2012) to move towards the use of assessment as pedagogy and for learning.

Multiple Purposes and Multiple Assessments

Assessment of learning outcomes throughout higher education will play a much greater role as constituents (e.g., parents, accreditation agencies, state education systems, employers, etc.) focus on the accountability of institutions and employability of graduates. Accountability will be a requirement of the study abroad leaders, the international education offices, as well as colleges, departments, and programs. While there is value in consistent measures across short-term, faculty-led study abroad programs, one instrument might not serve all the purposes. In terms of exploring assessment instruments, limited time did not allow for exploration of other possible assessment tools beyond the GES and IES. Future efforts should include more opportunities to investigate and experience a range of assessment tools. Keeping in mind that assessments can be a costly endeavor with costs often passed on to the students, and that assessment takes time and effort on the part of both faculty and students, assessment instruments and methods should be carefully considered. They should not overburden students and faculty or detract from the learning.

Faculty Development Research

Faculty development has the potential to impact student learning outcomes on short-term study abroad programs. The Faculty Development Studio is a model that can be a part of a larger global learning ecosystem. This model can be applied to future research that examines the development of faculty capacity to lead study abroad. As McAllister-Grande and Whatley (2020) suggest, faculty development research receives less scholarly attention within the field of international education. Since this is not a highly researched area, this case study is of significance and can contribute to the field. The findings from this case study support the argument that more research is needed to explore how building faculty capacity in a faculty development program directly impacts student learning outcomes.

Limitations

It may seem a limitation that a designer of the Faculty Development Studio and a participant conducted this study. It should be noted that the idea for the participant to join the research study did not happen until after the post studio session. It is possible that the roles affected the data analysis; however, it is precisely the roles that permitted a depth of analysis only possible because of the levels of involvement and collaboration among administration and faculty within the ecological framework to build faculty capacity. The roles created a dynamic where the validity of the case study was checked one by the other. Yet, to address and attempt to counter this limitation, a peer researcher not involved in the Faculty Development Studio was invited to read the manuscript while in progress and provide feedback.

Timing is often a limitation. Having the different parts of the Faculty Development Studio spread out during a busy fall semester, did not allow for an integrated experience. Meetings less spaced apart and with more time for discussions would have been optimal but aligning calendars was difficult. In addition, the time span between parts meant that time had to be taken during each meeting to remind the participants about what was accomplished at the last meeting. For example, the time between the online workshop and when those elements were discussed again was over a month. Relatedly, COVID-19 was also an interruption that impacted the Faculty Development Studio. The time between when participants took the IES and when the meeting took place to discuss the IES was almost three months. This long timespan might have impacted the IES follow-up questionnaire data received and the follow-up discussion regarding participants' experience taking the instrument and its potential for both faculty intercultural self-development and for use as part of short-term faculty-led study abroad programs.

Next Steps

During the course of an academic year, the participants in the Faculty Development Studio went through most of the stages of Tuckman and Jensen's (1977) small group development model (i.e., forming, storming, norming, performing, adjourning); however, the work is not yet completed. The participants are still in the problem-solving or performing stage. While SLOs were created, they still need to be integrated into an actual study abroad

program. While an assessment instrument was identified and used with faculty, it still needs to be implemented with students. These are a couple of the next steps for the Faculty Development Studio. Unfortunately, due to the global pandemic, student mobility programs were on hold; therefore, these next steps could not occur right away. Yet, this initial Faculty Development Studio has formed a foundational group of faculty members who indicated they were looking forward to implementing what they learned in developing their study abroad programs and being mentors for other faculty across the campus. This initial faculty group might not have been able to enact their study abroad program plans just yet, but they can build on what they have learned and begin to consider how to mentor future faculty leaders of short-term study abroad programs. This might be the right time to continue investing in building faculty capacity for global learning. When student mobility programs accelerate again, more faculty will be better prepared and ready to lead study abroad programs.

In any case, the present time is the right time to invest in building faculty capacity for global learning with its potential to cultivate a culture of assessment as pedagogy for learning. The Faculty Development Studio offers a promising perspective. Institutions contemplating to increase faculty's intercultural competency, support faculty in developing student learning outcomes for short-term, faculty led study abroad programs, and build faculty's capacity to teach and attain those outcomes, can look to the strengths and limitations of the Faculty Development Studio and create a similar program within their own institutional global learning ecosystem. While components of their faculty development studio may vary due to individual institutional needs and goals, the conclusions described in this study have value for leaders considering faculty development in the area of global learning, that is, to consider the varied levels of faculty's intercultural experiences, provide faculty the opportunity to assess their level of intercultural competence, offer instructional design and explore assessments specific to the context of education abroad, engage the entire global learning ecosystem, and build a community of practice where faculty can learn together and from each other.

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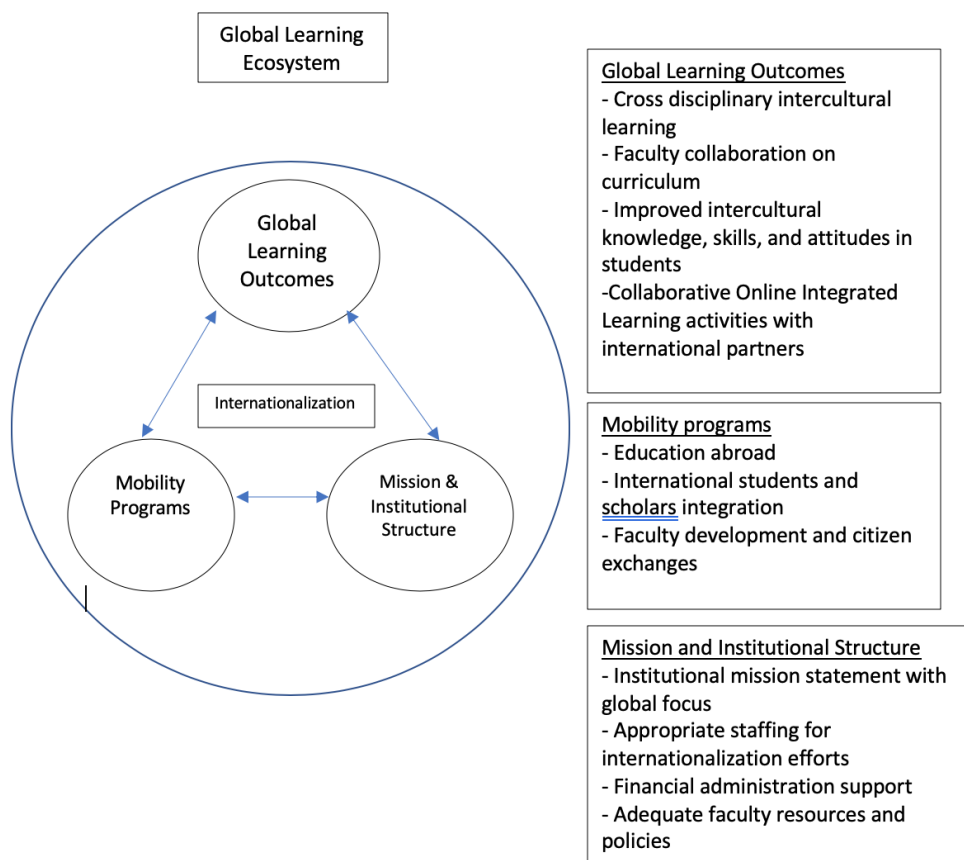
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Appendix A: Global Learning Ecosystem (Hoff & Gobbo, 2020)



Appendix B: Questionnaires

Post Studio Questionnaire

Part 1: Online Workshop - Introduction to Learning Objectives

1. My skills/knowledge on backwards design course development increased as a result of the project. Please expand on your answer above for either a "yes" or "no" answer.
2. I will be able to apply what I learned through the Introduction to Learning Objectives online workshop to the development of my short-term faculty-led study abroad program.
 - a. If your answer is "no" above, please explain why.

Part 2: On Campus Workshop - Study Abroad Faculty Development Studio

1. To what extent did the concepts, materials and tools presented provide you with implementable ideas for your own short-term program?
2. What would you have liked to be added to the consultant's workshop? What was redundant? What was insufficient?

Part 3: Abroad Workshop – Models and Perspectives

1. My skills/knowledge on culture-learning increased as a result of the project. Please explain why or why not?
2. My skills/knowledge on experiential/active learning courses increased as a result of the project. Please explain why or why not?
3. My skills/knowledge on service learning increased as a result of the project. Please explain why or why not?
4. My skills/knowledge on how to include reflection in education abroad programs increased as a result of the project. Please explain why or why not?
5. My skills/knowledge on the importance of having student learning outcomes for education abroad programs increased as a result of the project. Please explain why or why not?
6. Overall Program Evaluation
7. Were there any sections/concepts that you needed more time or less time for completion?
8. Are there any skills / topics that you would like to develop more in the future after having gone through the three-part Studio?
9. Do you have any other comments or reflection on the three-part Studio?

IES Evaluation Questionnaire

1. Was taking the IES helpful for your own intercultural development?
2. Did taking the IES influence what you might do in your future study abroad program and with future study abroad participants? Please explain.

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