

GLOBAL-MINDEDNESS IN STUDY ABROAD PROFESSIONALS

by

Tania Renee Tucker

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The College of Education

In Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

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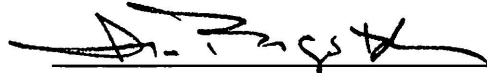
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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Ira Bogotch, Department of Educational Leadership and Research Methodology, and has been approved by all members of the supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

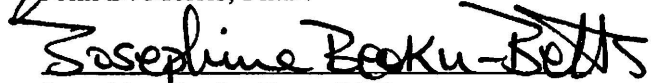
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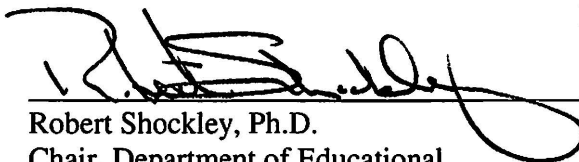
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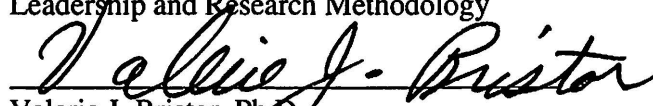
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ABSTRACT

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This mixed methods study explored and measured the multi-dimensional construct of global-mindedness as it applies to the study abroad professional and defines the term study abroad professional. Hett's (1993) Global-Mindedness Scale and the five dimensions of responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness was utilized to determine the global-mindedness of study abroad professionals. Additionally, open and closed-ended questions were used to identify similarities across the study abroad professionals and to help define and give meaning to the term study abroad professional.

Research findings lead to the identification of four themes. Theme one focused on characteristics that lend themselves to defining the term study abroad professionals. Theme two focused on the individual characteristics and their association with Hett's five dimensions of global-mindedness. Qualitative data were used to support the various research questions whose answers became part of the working definition for a study

abroad professional. Theme three focused on study abroad. And, theme four focused on evolving job announcements.

International education, specifically study abroad, has become a specialized and recognized profession. What has emerged are specific academic requirements, professional training, and various professional and personal experiences being a requirement for entry into the field. Individuals entering the study abroad profession need to have an advanced degree, most likely in education or international/global studies (although other majors are acceptable), they will have studied, interned, volunteered, worked, or lived abroad, they will have good communication skills, be open-minded, organized, flexible, patient, empathetic, culturally sensitive, interculturally competent, and will have previous experience in the field. These findings have led to the definition of a study abroad professional. a study abroad professional is a globally-minded administrator or advisor with international and professional experiences, educational credentials, and personal traits that help them to relate to, communicate with, and support students, faculty, and staff, while fostering a safe study abroad environment that meets the needs of the institution and diverse student populations.

DEDICATION

This manuscript is dedicated to my family. To my daughters Emma and Amanda, you now know anything is possible if you put your mind to it and have the heart to push through any set back that gets in your way. To my parents Patricia and Kenneth, who never stopped believing in me even when I started questioning myself.

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CHAPTER 1: INTRODUCTION

Within international education, it is not uncommon to hear the words *culture*, *globalization*, and *internationalization* used in every day conversations or read about them in print. Although different, these words are connected to each other as follows: this researcher sees culture as being the underlying factor in globalization, while at the same time as impacting the internationalization process. We live in a world that is interconnected, where people from different cultures and countries are increasingly affected politically by one another. A world that has become dependent on one another's products, workforce, technologies, scientific breakthroughs, discoveries, advances in communication, and support during times of need (Friedman, 2007; Maringe & Sing, 2014; Samuelson, 2000; Vestal, 1994).

In 1871, Edward B. Tylor defined the term culture in his book *Primitive Culture*. Tylor said, "Culture is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society" (1920, p. 1). Tylor's definition still fits among the modern definitions of culture and has influenced other researchers over the years. His definition of culture is perceived as inclusive and as something that can be learned from those around us (Handwerker, 2009). Dimmock and Walker (1999) said, "Culture is defined in the current context as the values, customs, traditions, and ways of life which distinguish one group of people from another" (p. 93). While, Lederach (1995) said, "Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and

responding to the social realities around them" (p. 9). What we see in Tylor, Lederach, and Dimmock and Walker's definitions of culture is the realization that different groups of people have developed into their own cultures by which they live their lives. This researcher perceives culture as a very personal concept that will vary based on the group or perhaps groups with which I identify. Culture is what makes people who they are. It is through their beliefs and values that they distinguish themselves from others.

One way to learn about other cultures is through international education. Meras (1932) suggested that it may also be possible to change popular viewpoints and public opinion through international education. In higher education, one way in which this may be accomplished is through study abroad. By studying abroad, undergraduate and graduate students can learn about the world they are a part of and may acquire an appreciation for other countries, cultures, and people (Bruening & Frick, 2004; Meras, 1932). Further, students who are studying abroad or have studied abroad may come to the realization that their opinions towards other countries and cultures may be flawed or incomplete (Bruening and Frick, 2004).

Culture is a significant part of globalization (Hofstede, n.d.). The word global, as in globalization, did not become commonly used until the 1960's (Walters, 2001). Globalization is an integration of the world on an economic, technological, social, political, and cultural level (Ilyas, 2015, Liao, 2006; Stiglitz, 2003). Adding to the definition of globalization, Panayoutou (2000) implied that globalization is an on-going process. This researcher sees globalization as an integral part of education given how interconnected everything we know is; it is the whole of what we know across international contexts. Globalization impacts higher education by challenging colleges

and universities to become more international (Brustein, 2007; Ilyas, 2015). One way this can be done is through study abroad programming. When these students return home, they hopefully can apply what they learned abroad. This knowledge will help them compete in a world that has gone global (Liao, 2006). Liao's (2006) study revealed that globalization had compelled some institutions to direct programming efforts towards internationalization, which in turn led to enhanced study abroad programming at those institutions. Globalization can result in persons crossing over country borders to knowingly come together to accomplish a common goal or outcome (Boudreaux, 2008). The reality, however, is that globalization most often is the result of unplanned cooperation arising from business exchanges (Boudreaux, 2008).

At this point, it should be noted that while globalization and internationalization are interconnected, they can also be viewed as contradictory. Globalization is a way to improve quality of life and increase wealth, but it can also be detrimental and lead to poverty for some groups (Knight, 2003; Tobosaru, 2008). For example, education is being globalized through the Internet. This has led to a problem of access for some. Many small countries may not have the infrastructure in place or the cost of having internet may be too high for its citizens (Altbach, 2001). Altbach (2001) said, "In a world divided into centers and peripheries, the centers grow stronger and more dominant and the peripheries become increasingly marginalized" (p. 2). Still others see globalization as "cultural imperialism" (Demont-Heinrich, 2011) or at least the homogenization of it (Bamber, 2010).

For globalization to be successful, individuals will need to learn how to work together and be open-minded about other cultures and countries (Boudreaux, 2008). This

can be accomplished by truly internationalizing our higher education system (Ardakani, Yarmohammadian, Abari, & Fathi, 2011; Schoorman, 1997).

This researcher sees globalization as a catalyst to internationalization with study abroad programs becoming increasingly important in the internationalization of higher education. Internationalization is defined by Knight and de Wit (1997) as, “The process of integrating an international perspective into the teaching/learning, research and service functions of institutions of higher education” (p. 8). Altbach and Knight (2007) see internationalization in higher education as successful when students are provided with an international and intercultural education. Some ways this can be accomplished is by introducing study abroad, adding new curriculum, language learning, joint research, e-learning, massive open online courses (MOOCs), and attracting international students to the institution (Altbach and Knight, 2007; Francois, 2014; Ilyas, 2015). In addition, Croom (2012) sees internationalization being tied to learning outcomes. Learning outcomes are the result of some international learning activity that has taken place. For this study, internationalization is recognized as anything that brings students an international or intercultural experience. Although, internationalization is not a new term it was not until the 1980’s that we saw a surge in its use in higher education.

Internationalizing education is a vital part of preparing students so that they understand how culture and globalization work together (Qiang, 2003). Green and Olsen (2003) and Gao (2015) also see faculty development as a necessary part of internationalization. Gao (2015) said, “The international characteristics of an institution’s faculty can be reflected in two facets. One is the international profile of the faculty team. The other is the international experience of domestic faculty members” (p. 192). Those factors contribute

to how effectively the curriculum can be internationalized. Another factor to consider is that internationalization can also affect a country's people in different ways depending on its past, customs, and values (Lyngstad, 2015).

Bogotch and Maslin-Ostrowski (2010) see internationalization as a challenge for higher education and point out that the focus should be less on the individual and more on the institutional level. Internationalization can be seen as reacting to globalization (Maringe & Foskett, 2012), and is often misunderstood. For example, universities routinely look towards international student recruitment as a way to internationalize their campus, but all too often, it has the opposite effect. Universities wrongly assume that having international students on campus will lead to academic cooperation with U.S. students. The reality is U.S. students' end up working with other U.S. students and international students end up working with other international students. This results in international students having a more significant cultural experience than their native counterparts, while the university does not get the internationalization it had hoped for (Knight, 2011). Internationalization efforts can lead universities off course, causing them to stray from their mission statements and strategic plans (Croom, 2012), ultimately losing sight of what they are trying to achieve. For instance, universities also try to internationalize by establishing various agreements with overseas institutions. The problem lies when they sacrifice quantity for quality. The number of partnerships does not matter if they do not result in actual cooperation. Quality partnerships are an investment; they consume countless hours and resources (Knight, 2011). Based on a review of literature, there are many ways to add an international component to the higher education curriculum (Childress, 2009; Emert & Pearson, 2007; Francois, 2014; Jackson,

2008; Leggett, 2006; Maringe & Sing, 2014; Pandit, 2009). The most cited ways include: offering co-curricular activities such as study abroad (Braskamp, Braskamp, & Merrill, 2009; Emert & Pearson, 2007; Golay, 2006; Jackson, 2008; Leggett, 2006; Pandit, 2009), volunteering abroad (Leggett, 2006; Tiessen, 2007), and internships abroad (Jackson, 2008; Leggett, 2006), offering faculty teaching opportunities abroad and/or encouraging them to collaborate with overseas colleagues on research (Golay, 2006; Jackson, 2008; Pandit, 2009), and recruiting international students to the campus (Francois, 2014; Pandit, 2009; Qiang, 2003; Saiya & Hayward, 2003). This study will be focused on the co-curricular activity of study abroad with a specific focus on study abroad professionals.

The a priori definition of a study abroad professional was composed of three distinct pieces. First, a study abroad professional is any administrator, faculty member, or staff member who works with students, faculty, or staff for the purposes of sending students abroad or receiving students from abroad. Second, a study abroad professional is open-minded and non-judgmental towards other cultures, beliefs, and people, while in turn encouraging students, faculty, and staff to be open-minded and non-judgmental towards other cultures, beliefs, and people. Third, a study abroad professional listens to the concerns, questions, fears, and feelings that students, faculty, and staff have about going abroad for educational purposes or leading a study abroad program and knows how to respond to concerns based on their expertise and knowledge about other countries and cultures.

According to the Institute for International Education's (IIE) Open Doors report, study abroad students numbered 325,339 in 2015-2016; this was 3.8% increase over the previous year (Institute for International Education [IIE], 2017c). The data gathered by

IIE over the last twenty years indicates that the number of study abroad students has more than tripled, while showing continuous growth for the last 70 years (IIE, 2012). There is a global need for student learning and study abroad is one avenue that can help Institutions meet the global learning needs of students (Hovland, 2009; Ilyas, 2015). Research shows that students experience growth in the areas of cognition, emotion, and cultural development after having studied abroad (Gonyea, 2008; Hadis, 2005). Institutional administrators are particularly interested in the cultural developments that take place in study abroad students. Each study abroad program is unique in the amount of time spent abroad, the program location, subjects being offered, excursions, interaction with locals, housing options, included meals, etc. The study abroad program leader, institution, or non-institutional program provider ultimately determines what a study abroad program will become. The success or failure of a study abroad program depends on what the institution or provider is seeking to achieve for its students and can be studied through student assessment. Assessment and evaluation is an important and necessary component of the study abroad process. Through assessment and evaluation study abroad programs can be reviewed, improved upon, and can demonstrate their value to the students and institutions (Braskamp et al., 2010).

Surveying is the primary way in which students are assessed and evaluated (Durrant & Dorius, 2007). Deardoff (2003) surveyed 73 institutions (38% responded) and found that all were using various methods of assessment and most were using multiple methods. Methods of assessment can include surveys, interviews, journals, portfolios, papers, and pre- and post-tests (Durrant & Dorius, 2007; Forum on Education Abroad, 2012; Steinberg, 2007). Research has shown that sixty-four percent of universities have

designed their own in-house survey instruments to evaluate study abroad programs (Forum on Education Abroad, 2012). According to Durrant and Dorius (2007), in-house instruments tend to be one dimensional, focusing on a single measurement. For instance, 95% of surveys looked at student satisfaction, less than 33% of surveys assessed improvements in academic success or personal growth, less than 10% considered career-related outcomes, and only 15% actually assessed intercultural competence (Durrant & Dorius, 2007). Another option for assessing study abroad is through commercially developed instruments. According to Fantini and Tirmizi (2006), there are over 85 intercultural competence assessment instruments available. Assessment instruments have been used to evaluate the level of intercultural, cultural, and global-mindedness in students. In contrast, there is a lack of research available on study abroad professionals, particularly with respect to the construct of Hett (1993). Her Global-Mindedness Scale (GMS) was used to assess the global-mindedness of study abroad professionals.

Statement of Problem

In general, universities and their administrations need to be accountable for their curricular offerings. This requires them to assess the quality and effectiveness of the education they are providing to their students and the community. Study abroad is just one of many programs' universities offer to their students and the community (Steinberg, 2007). Increasingly, universities are looking for academic and personal development, cultural and global awareness, and professional growth in its students who study abroad (Ilyas, 2015; Ingraham & Peterson, 2004; Williams, 2009; Viers, 2003). One claim of study abroad is that it builds globally minded students. Clarke, Flaherty, Wright, and McMillen (2009) said, "Students who study abroad may have greater intercultural

proficiency, increased openness to cultural diversity, and become more globally minded than those students remaining in a traditional campus setting” (p. 173). All universities can assess whether students are becoming globally minded after they study abroad, but first they need to engage and motivate their students to study abroad. This is often done through student recruitment by university faculty, administrators, and staff, and the study abroad professional.

Although it is important to assess study abroad students, it is similarly important to assess the global-mindedness of those individuals recruiting and sending students to study abroad. Those faculty, administrators, and staff working with future, current, and past study abroad students are not clearly defined. For this study faculty, administrators, and staff are referred to as study abroad professionals. Study abroad professionals are oftentimes the first point of contact for students wanting to study abroad. Study abroad professionals hold different titles, responsibilities, backgrounds, and experiences, and can be viewed as an educator and mentor to students. Through their enthusiasm for the world and its diverse cultures, study abroad professionals can help students with their decision to study abroad. There is currently no professional definition for the term study abroad professional in international education, or more specifically in the field of study abroad. This study addresses the lack of research on the global-mindedness of study abroad professionals whose job it is to recruit students to go abroad and immerse themselves in new cultures and attempts to formally define the term *study abroad professional* for professional use.

Purpose of the Study

Many U.S. students are not prepared to become citizens in a global world (Hovland, 2009; Ilyas, 2015). Higher education institutions have responded to this need to go global by creating strategic plans, quality enhancement plans (QEP), global learning curriculums, new mission statements, and by starting international initiatives, such as creating or enhancing study abroad programming. As institutions recognize the importance of creating globally competent students (ACE, 2014; Ilyas, 2015), it is equally important to assess the changes that are being implemented (Steinberg, 2007). Using study abroad assessment, institutions can make continuous improvements to programs and ascertain whether students are gaining the necessary skills to develop an intercultural perspective of the world. To produce globally competent students, instructors and study abroad professionals need to have the necessary background to transfer knowledge on to their students (Tichnor-Wagner, 2016).

Currently, there is no professionalization in the field of study abroad. Study abroad is a demanding field that is continuously evolving to adapt to a world that is rapidly changing. Students need to be prepared for the economic, political, and social challenges they are going to encounter (as cited in Ilyas, 2015). As more and more students go abroad to learn the necessary skills needed to be globally competent and employable, there needs to be a professionalized system in place to ensure these students are doing so in a safe and beneficial manner. Study abroad professionals are responsible for helping students secure study abroad opportunities, preparing students for departure, providing health and safety expertise, being accessible 24-7, and providing support before, during, and after their study abroad experience has ended. The profession lacks

the necessary protections for these professionals, salaries are not commensurate with responsibilities, and there is a lack of support for the top down. This research will offer a working definition of what a study abroad professional is and recommend what is needed to professionalize the field.

Research Questions

The following research questions will be addressed in this study:

1. What descriptive characteristics define the term *study abroad professional*?
 - a. Role (Administrator, Faculty and/or Staff)
 - b. Location of institution/organization
 - c. Current professional position in study abroad
2. What are the associations between individual characteristics and Hett's five dimensions of global-mindedness among study abroad professionals?
 - a. Country of birth?
 - b. Language(s) other than English spoken and/or read fluently?
 - c. Highest degree attained?
 - d. Undergraduate school major?
 - e. Graduate school major?
 - f. Travel outside the United States?
 - g. Ethnicity/Race/Gender?
 - h. Study Abroad?
3. What is the association between the study abroad professionals' global-mindedness score and the number of students that were sent or accompanied

abroad in 2012-2013 (includes students who studied abroad for the fall 2012, spring 2013, and summer 2013 terms)?

Significance of the Study

A study conducted by the British Council (an educational and cultural-relations agency), National Union of Students in the United Kingdom, and Zinch (a company that helps college-bound students find scholarships and connect with colleges) from October to December 2012 surveyed more than 10,800 students (Fischer, 2013). Results showed that 46% of American and British students who were surveyed were not able to decide on whether or not they should study abroad because they lacked the information needed to make the decision (Fischer, 2013). Fischer (2013) believes this would surprise study abroad offices given the amount of time and resources spent promoting study abroad opportunities to students. Further, the survey showed that students looked for study abroad information from other sources. For instance, fifty percent of students said their primary source for study abroad information came from the internet (Fischer, 2013). This is problematic for the study abroad professional as it demonstrates that they are not reaching the students they want to prepare for life in a global arena.

There are a number of studies that examine international education and its impact on students. By assessing study abroad professionals, institutions and non-institutional study abroad program providers can determine if their staff have the global-mindedness needed to advise study abroad students effectively.

This study is significant as it contributes to the study abroad literature by surveying the global-mindedness of study abroad professionals using an adapted Global-Mindedness Scale. This research is looking to professionalize the field of study abroad by

defining the term study abroad professional. Lastly, results may be used to create professional development programs for new study abroad professionals or additional in-service training for current study abroad professionals.

Research Design

This study is a mixed method, correlational study that includes study abroad professionals who are members of an international education listserv known as SECUSS-L. SECUSS-L is a free discussion forum for study abroad professionals founded approximately 1991. In 1993, members of the Section on U.S. Students Abroad (SECUSSA) officially established itself as an open public listserv. NAFSA (Association of International Educators formerly known as the National Association of Foreign Student Advisors) was restructured in 2005 and SECUSSA was included under the name NAFSA Knowledge Community for Education Abroad (SECUSS-L: A listserv for education abroad professionals [SECUSS-L], 2013). Although SECUSSA was absorbed by NAFSA, the SECUSS-L has no affiliation to any group or organization and is run by volunteers. The State University of New York's SUNY-Buffalo campus provides technical support to the listserv, listserv software, and server space (SECUSS-L, 2013). This listserv is available to education abroad professionals, in the U.S. and abroad, and is for discussing and sharing their viewpoints on international education with other professionals (SECUSS-L, 2013). As of April 2014, there were 8,536 subscribers to the listserv (A. Neisberg, personal communication, April 2014). International education includes curriculum, study abroad, work, internships, etc. (SECUSS-L, 2013). Study abroad professionals represent the educators or mentors in the field of study abroad. It is the professionals' job to inform students about the opportunities abroad and encourage

them to approach their experience overseas with an open mind. It is through open-mindedness that students can learn about other cultures and about themselves. At some institutions, study abroad is taking on a new structure. Students are being enrolled in a separate study abroad course meant to guide them through their study abroad experience and help them to view their host country from a new perspective. This new course format utilizes transformative learning theory (Mezirow, 1997) and intercultural competence (Savicki, 2008) to help the student make the most of their time abroad.

Hett's (1993) view of global-mindedness is the conceptual framework for this study. Hett (1993) defines global-mindedness as, "A worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual's attitudes, beliefs and behaviors" (p. 142). Hett identified five theoretical dimensions of global-mindedness. They are responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness. The five theoretical dimensions are defined as:

(1) **Responsibility:** A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.

(2) **Cultural Pluralism:** An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

(3) **Efficacy:** A belief that an individual's actions can make a difference and that involvement in national and international issues is important.

(4) **Globalcentrism:** Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on

global, not ethnocentric, standards.

(5) **Interconnectedness**: An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the “human family” (Hett, 1993, p. 143).

Hett’s theoretical dimensions are associated with different questions found within her 30-question survey. The sum of those scores indicates the level of global-mindedness that an individual has – the higher the score, the higher the level of global-mindedness (Hett, 1993). These five theoretical dimensions’ support Hett’s (1993) definition of global-mindedness by expressing concern for people around the world, having an awareness and understanding of other cultures, and by thinking globally. In addition to Hett’s survey questions, this researcher added open and closed-ended questions to identify the characteristics that make up the profile of a study abroad professional, and six open-ended questions.

Hett’s (1993) Global-Mindedness Scale (GMS) was found to be valid and reliable for her study and sample. The coefficient alpha for the overall instrument had a reliability of .90, while the five dimensions had reliabilities that spanned from .65 - .80 (Hett, 1993; Kehl and Morris, 2008). Hett’s (1993) survey instrument looked at how people relate to the world and whether they feel a responsibility towards others by utilizing the attitudes, beliefs, and behaviors she found. Through that research, the five dimensions of global-mindedness emerged. According to Hersey, “The Global-Mindedness Scale was intended to provide measurements of affective behaviors, attitudes and values related to the development of global-mindedness” (2012, p. 51). Hett’s (1993) research found the GMS to be a valid measure for global-mindedness. The GMS has also been accepted as valid in a number of studies, such as the Gillan (1995), Ballou (1996),

Bates (1997), Zong (1999), Walton (2002), Kehl (2005), Golay (2006), Kirkwood-Tucker, Morris, and Lieberman (2011), and Hersey (2012). The GMS will be accepted as valid for this research.

Golay (2006) said:

Being globally-minded means that an individual shares a deep personal concern for people in all parts of the world and have [*sic*] a sense of more responsibility to try and improve conditions. It means an appreciation of the diversity of the cultures of the world, and a belief that all have something of value to offer. There is also a belief that one's action can make a difference (p. 8).

Golay's statement captures the essence of what Hett is saying and demonstrates the openness an individual must have to be globally-minded. Golay stated, "A globally-minded person thinks in terms of what is good for the global community and shares an awareness and appreciation of the interrelatedness of different people and nations" (2006, p. 8).

Limitations of the Study

Some would expect a study abroad professional to be globally-minded, but is that the case? The study asked study abroad professionals to complete a survey that will determine their global-mindedness; the survey instrument used will be one limitation. The survey instrument that was used is Hett's (1993) GMS. Survey questions were presented as they are in Hett's original survey to justify its validity and reliability. Only the tense in Hett's (1993) one question (It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations) was changed from present tense to past tense (It was very important to me to choose a career

in which I could have a positive effect on the quality of life for future generations). This change was made as those surveyed are already working professionals. This instrument was not necessarily developed for the purpose the researcher intends on using it for. However, Hett said, “This initial psychometric evaluation analysis indicates that the new scale has a good potential for use in a variety of research settings” (1993, p. 142). A second limitation of the survey instrument is the method of selecting participants. The survey is a self-reporting survey as such the study can be limited by the number of individuals choosing to take part in the study. A third limitation is the survey instrument itself. The limitation will be the result of how truthful the subject (study abroad professional) answers the survey questions and their interpretation of the questions. Any familiarity with the instrument could result in false responses. In addition, participants may choose not to answer all the questions in the survey. The fourth limitation is the researcher’s own bias. As a study abroad professional with seventeen years’ experience, this researcher has worked closely with students and faculty, and advised and helped them plan their study abroad experiences and programs respectively. Preconceived notions as to the results are possible, although this study will be approached with an open mind, so the results stand for themselves. The fifth limitation is that only those study abroad professionals that are part of the SECUSS-L Listserv were invited to take part in the survey. It was not offered to study abroad professionals who are not members of the listserv, which could result in a sample bias if the listserv is not a representative group, making the results less generalizable. By diverse group, I am referring to the gender, ethnicity, location, education background, etc. SECUSS-L is a free discussion forum for study abroad professionals in the U.S. and abroad, where professionals can discuss and

share their viewpoints on international education with other professionals. Members of SECUSS-L can freely move in and out of the listserv (SECUSS-L, 2013). Finally, the survey was only accessible online and will not be offered in paper form.

Delimitations

A delimitation of this study is the researcher's decision to look at the global-mindedness of study abroad professionals using the GMS instead of using another type of global indicator, such as the Beliefs, Events, and Values Inventory (BEVI), Cross Cultural Adaptability Inventory (CCAI), Global Awareness Profile (GAP), Global Competence Aptitude Assessment (GCAA), or Global Perspective Inventory (GPI). A second delimitation is the decision to utilize the SECUSS-L Listserv, instead of targeting specific institutions with the survey instrument. This decision was made to increase the number of potential responses to the survey. The third delimitation is that this is a U.S. study. Study abroad takes place in other countries, but this study design did not provide any data on those countries.

Definition of Terms

This section provides the definitions that are relevant to this research and provide the reader with some basic understanding of frequently used terms.

Globalization – “The advance of human cooperation across national boundaries” (Boudreaux, 2008, p. 1).

Global-mindedness – “Is a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members” (Hett, 1993, p. 89).

Hett's Global-Mindedness Scale – Developed by Jane E. Hett, this 30-question,

five-point Likert-type scale is used to assess global-mindedness utilizing five theoretical dimensions (Hett, 1993). Hett's five theoretical dimensions are defined as:

(1) **Responsibility:** A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way (Hett, 1993, p. 143).

(2) **Cultural Pluralism:** An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks (Hett, 1993, p. 143).

(3) **Efficacy:** A belief that an individual's actions can make a difference and that involvement in national and international issues is important (Hett, 1993, p. 143).

(4) **Globalcentrism:** Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards (Hett, 1993, p. 143).

(5) **Interconnectedness:** An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family" (Hett, 1993, p. 143).

Intercultural Education – Provides students with the necessary knowledge and skills to identify people as individuals even though there are similarities and differences between them (Leeman, 2003).

Intercultural Experience – Is the interaction between individuals or a group of individuals with a culture that is different than your own (Association of American Colleges and Universities, 2009).

International Education – “Educational studies or activities, involving two more nations, for the purpose of facilitating cross-cultural knowledge and understanding” (Golay, 2006, p.14).

Intercultural Perspective – Is how you perceive another culture that is not your own.

Internationalization - “The process of integrating an international perspective into the teaching/learning, research and service functions of institutions of higher education” (Knight & de Wit, 1997, p. 8).

Open-Mindedness – The willingness to consider new ideas without prejudice.

Researcher’s Position (Reflexivity) – “The process of reflecting critically on the self as researcher, the ‘human instrument’” (Merriam, 2009, p. 219).

Study Abroad – Is the taking of courses for academic credit in a country that is different than your own.

Organization of the Study

This mixed method, correlational study is organized into five chapters. Chapter one will include the introduction, problem statement, purpose of the study, research questions, the studies significance, research design, limitations, and delimitations. Chapter two will contain the literature review and a discussion of Hett’s theory and GMS. Chapter three examines the methodology employed in this study, the study sample, survey instrument, data collection, and data analysis techniques. Chapter four will include the study’s results and data analysis. Chapter five will discuss the findings, significance, and future research.

CHAPTER 2: LITERATURE REVIEW

Many public and private colleges and universities are finding that they need to refocus their educational direction as their budgets shrink, costs rise, and accountability and transparency are demanded. Moreover, faculty express concerns that college graduates lack the necessary skills and knowledge needed to be successful in a transnational workplace (Leveille, 2006; Spellings, 2006). Through assessment, university concerns over student learning outcomes can be addressed and studied (Steinberg, 2007), and along with the increasing emphasis on the need for the global preparedness of those students (Brewer, 2011; Ingraham & Peterson, 2004; Jackson, 2008; Pickert, 1992; Tajes & Ortiz, 2010; Tucker, Gullekson, & McCambridge, 2011).

U.S. companies are hindered when they do not have workers with international experience. Globally competent workers are needed for companies to expand into overseas markets. This lack of qualified worker has led to a weakening of the U.S. economic power (Vestal, 1994). If the United States is to be competitive in the age of globalization, universities and colleges need to prepare students for success (Zhai & Scheer, 2004). This means students need to be equipped to be informed and skilled in a professional and international setting, while being prepared to make personal and public-policy choices as part of an international community (Pickert, 1992).

To prepare students to be intercultural, globally educated, and help them achieve the necessary professional skills, higher education must incorporate curriculum changes (Ardakani et al., 2011; Bok, 2006; BrckaLorenz & Gieser, 2011; Brustein, 2007; Croom,

2012; Golay, 2006). Institutions have made strides towards changing their curriculum, but this change has been slow and often lacking in success (Bok, 2006; BrckaLorenz & Gieser, 2011; Brustein, 2007). Why is higher education struggling to internationalize? Brustein (2007) suggested that courses with an international perspective and/or courses that address global issues seldom connect to the curriculum. This disconnect leads to “major shortcomings in the way both area and international studies are generally carried out” (Brustein, 2007, p. 383). Fundamentally, one course does not make a student globally competent (Brustein, 2007). Further, BrckaLorenz and Giser (2011) said, “Area studies, often fail to help students understand the importance of context and of theory when studying a region of the world” (p. 3-4).

Bok (2006), BrckaLorenz and Giser (2011), Brustein (2007), Croom (2012), Dewey and Duff (2009), Francois (2014), Hoffman (2009), Stromquist (2007), and others perceive faculty participation and advocacy as being paramount to the success of curriculum development. Therefore, to speed up the internationalization of curriculum faculty need to be on board. Bogotch and Maslin-Ostrowski (2010) found that, “For many faculty, curriculum is an expression of the meaning of internationalization. Curriculum is perceived as a bridge between students and the world beyond local boundaries” (p. 232). While, Dewey and Duff’s (2009) research revealed that an institution’s international goals do not necessarily correspond to its support system. Saiya and Hayward (2003) found that most institutions are not dedicated to internationalization and fail to make it a priority. For example, Stohl (2007) said that one of his former universities did not allow state funds to be used to attend international conferences since the treasurer thought those expenditures would not be approved by the state. This sent a

message to the faculty that international activities were not important at their university. A study by Fisher (2008) sampled 1,070 U.S. universities and colleges. It was found that faculty received support to study and do research abroad however, fewer than 10% of those universities and colleges recognized this overseas work towards the tenure process (Fisher, 2008). Peterson (2006) also found that promotion and tenure guidelines often do not consider international activities when reviewing faculty for tenure. This lack of recognition for faculty work abroad hampers internationalization efforts, even in cases where incentives were in place (Saiya & Hayward, 2003). Internationalization requires a commitment that starts at the top with a formal vision and strategic plan, and then gains momentum from faculty support through curriculum, instruction, and research (Olson, Green, & Hill, 2006). If higher education is to continue moving forward with the internationalization of their institutions and curriculum they will need to come up with a comprehensive approach that keeps faculty involved and makes internationalization a priority.

Students can be prepared for the global arena in a variety of ways, but this research will focus on international education, specifically study abroad programing and the professionals who staff, administer, and lead in that co-curricular area. Numerous studies have been done on study abroad and how it helps to prepare students for a global future (Bender, Wright, & Lopatto, 2009; Chieffo & Griffiths, 2004a, 2004b; Gonyea, 2008; Light & Georgakis, 2008; Spiering & Erickson, 2006; Stewart, 2010; Sutton & Rubin, 2004). For example, Loberg's (2012) research found that using the Individual Development Inventory (IDI) and the Global Perspectives Inventory (GPI) demonstrated that students who studied abroad increased their intercultural competence and broadened

their worldview. Maharaja (2009) discovered that students who studied abroad on a semester long island program had developed their intercultural sensitivity and were able to adapt and accept cultural differences. Gillan's (1995) work found that study abroad students were more globally-minded than students who did not study abroad. While the above studies highlight some reasons for studying abroad, they do not exam the study abroad professional's knowledge, worldviews, and contributions in preparing students to study abroad. This research will explore and measure the multi-dimensional construct of global-mindedness as it is applied to university, college, and other affiliated study abroad professionals.

This literature review begins with a brief history of study abroad from the 1800's to present day, will look at gender and ethnicity as it applies to study abroad, and explore the benefits studying abroad has on students. From there the study abroad professional will be considered in detail from the various titles one may find to what they do for students, followed by the definition of globalization and internationalization. Finally, there will be a review of global-mindedness as described and researched by Hett.

The History of Study Abroad

Study abroad has been around since ancient times. The first known institution was the University of Takshasila (or Taxila) and may have extended from 600 BC to AD 250 (Hoffa, 2007). Study abroad was founded in the United States with the establishment of the nine colonial colleges from 1636-1769 (Brubacher & Rudy, 1976; Walker, 1999). Although study abroad has quite an extensive history only the time frame from the late 1800's until present day will be covered.

Late 1800's. Study abroad was only accessible to top performing and privileged students (Brubacher & Rudy, 1976; Walker, 1999). The first faculty-led study abroad programs began under Professor David Starr Jordan from Indiana University. Professor Jordan led groups of people on local walking tours around Indiana. This eventually led him overseas where he continued his walking tours covering as much as 250 miles. These tours included travel by train and boat across Switzerland, Germany, Italy, France, and England, and were not for credit. It is likely that other universities offered similar tours. (Hoffa, 2007; Indiana University, n.d.; Lee, 2012; Williamson, 2010a).

Early 1900's. After World War I the United States no longer took an isolationist position. President Wilson and others understood that the U.S. had to be more involved with what was happening abroad. Following the war we start seeing more volunteer and humanitarian programs emerging (like the American Field Service, which offered an assortment of international exchanges), cultural immersion programming (like the Experiment in International Living by Donald Watt, where students exchanged places for the cultural experience), and arts programs (like the Paris Atelier program formerly of the New York School of Fine and Applied Arts, now known as the Parsons School of Design, offered cultural enrichment for painters and sculptors) (Hoffa, 2007). Early study abroad programs were designed for cultural immersion and enrichment (Hoffa, 2007).

In the 1920's, study tours began to offer academic credit and were often referred to as the "junior year abroad" (Bowman & Council on International Educational Exchange, 1987; Hoffa 2007; Lee, 2012; Walker, 1999; Williamson, 2010a). The first "junior year abroad" was offered by the University of Delaware in 1923 (Kochanek, 1998). It was a year-long program, which took third year French language majors to

France. This program evolved into a full-immersion study abroad program where students would live with families, take classes at the Sorbonne, and take part in cultural enrichment activities and excursions. University President Hullahen saw this experience as an opportunity for his students to gain an international perspective, demonstration goodwill, and improve employability. The “junior year abroad” that began with eight students was a success. As news of this success spread, students began to transfer to the University of Delaware, so they could join the program and other institutions began copying the program (Hoffa, 2007; Kochanek, 1998). The Institute for International Education (IIE) created the first reciprocal/joint student exchange program between the U.S. and Czechoslovakia in 1922 (Lee, 2012). Study abroad however, came to an abrupt halt with the start of World War II, and did not resume until 1945 (Brubacher & Rudy, 1976; Hoffa, 2007; Walker, 1999).

Mid-1900’s. After World War II, study abroad programs gained in importance finding support from the U.S. government, colleges and universities, and private organizations (Lee, 2012; Walker, 1999). The U.S. government recognized the necessity for foreign languages and an understanding of other cultures in higher education (Hoffa, 2007). Some college campuses were selected for Army Specialized Training Programs (ASTP). These ASTP’s focused on languages and cultures and became part of basic training. The National Defense Security Act of 1957 was soon to follow. The National Defense Security Act recognized that the U.S. needed more than just military strength it also needed to understand and be able to communicate with those world (Hoffa, 2007). The Servicemen’s Readjustment Act of 1944 (1944) or the G.I. Bill placed World War II veterans into college and university classrooms. Returning veterans brought with them

their international experiences (Vestal, 1994). Students hearing stories about those international experiences from veterans became interested in studying abroad themselves. Given the tensions between the United States and Russia and the onset of the cold war, America quickly recognized the need for international competence. The United States needed a more robust foreign policy, but higher education needed to better prepare its students (Brubacher & Rudy, 1976; Hoffa, 2007; Walker, 1999).

Federal programs began shaping study abroad, with initiatives such as the G.I. Bill (1944), United Nations, United Nations Educational, Science, and Cultural Organization (UNESCO), student and scholar exchanges, Fulbright Program (1946), U.S. Education and Educational Exchange Act of 1948 or the Smith-Mundt Act, reconstruction and international development funding, National Defense Education Act (NDEA), Foreign Assistance Act of 1961, federal aid, federal subsidies to begin study abroad programs, International Education Act of 1966, and the Peace Corps (Hoffa, 2007; Vestal, 1994). Ultimately, these initiatives fell short and did not provide the financial support that colleges and universities needed to start study abroad programs (Vestal, 1994). On a positive note, these legislative initiatives did get people thinking about study abroad and international education. In 1959, the U.S. State Department and Bureau of Educational and Cultural Affairs, provided funds to several universities so that programs could be started in Latin America (Hoffa, 2007). The University of Kansas (Costa Rica), Indiana University (Peru), and Colgate University (Argentina) were a few of the universities benefiting from funding. Those programs were meant to slow or stop the influence that the Soviet Union was having on Latin American by relocating American Students there in an effort to improve Americas image. Once funding dried up

most of those programs continued and flourished for some time (Hoffa, 2007). Vestal (1994) thought most of the proposed initiatives lacked substance; the only comprehensive and long-term proposal in his opinion was the International Education Act of 1966, which was not funded.

There was an explosion of interest in study abroad to Europe during the 1940's and 1950's with some students interested in helping to rebuild after the war, learning about cultural life in Europe, or just wanting to see Europe. It was during this time that many universities and colleges began offering faculty-led summer programs (Hoffa, 2007). The introduction of these shorter study abroad programs changed study abroad. Study abroad was no longer just for the privileged; instead we see study abroad becoming an opportunity for diverse groups of undergraduate and graduate students to go overseas. Further, the idea of incorporating work abroad into the study abroad experience is introduced along with new non-European destinations (Walker, 1999). Antioch College established work-abroad opportunities which opened programming to students of all socioeconomic status, while Stanford University moved its curriculum abroad to various locations so students could earn more academic credit (Bowman & Council on International Educational Exchange, 1987; Walker, 1999). Study abroad numbers continued to grow through the 1950's and 1960's (Hoffa, 2007).

Current Trends (Since 1965). The 1970's and 1980's saw a continued increase in the number of institutions offering study abroad. This resulted in increased accessibility, more credit bearing courses abroad, and new scholarship funding (Walker, 1999; Zikopoulos & IIE, 1993). More colleges and universities also started to run their own study abroad offices and offer more of their own study abroad programs (Hoffa &

DePaul, 2010). As the cold war ended, travel opportunities to countries previously not available to study abroad students increased (Goodwin & Nacht, 1988). In the 1990's study abroad continued to grow with colleges and universities focused on improving language acquisition, cultural understanding, and internationalizing courses (Pickert, 1992). By 2000, 65% of U.S. campuses offered their own study abroad programs (Hoffa & DePaul, 2010). Today's study abroad programs offer a variety of subjects that are academically challenging, provide a comprehensive, multi-dimensional view of the world, and provide students with many options, all while emphasizing intercultural competence, global mindfulness, and the development of professional skills (Lee, 2012).

The American Council on Education (ACE) conducted a survey that asked Americans if they thought future generations would need to be knowledgeable about international issues. The answer was a resounding yes with 90% of those surveyed indicating it would be necessary (American Council on Education [ACE], 2014). Even though, such a large proportion of respondents answered yes, only 325,339 U.S. students studied abroad in 2015-2016 for academic credit, an increase of 3.8% from the year before (2014-2015) (IIE, 2017c). Over a ten-year period, study abroad participation increased by 46% from its 2005-2006 numbers of 223,534 (IIE, 2017c). Conversely, 1,078,822 international students studied in the U.S. in 2016-2017, that was an 3.4% increase over the previous year (2015-2016) (IIE, 2017c). The number of U.S. study abroad students is on the rise, but it will likely take some time before we see such large numbers going abroad. Globally, more than 4,500,000 studied outside their home countries in 2012 (Haynie, 2014). The top five destinations for U.S. students in 2015-2016 included the United Kingdom (12%), Italy (10.7%), Spain (9.2%), France (5.3%),

and Germany (3.7%), but there are also an increasing number of students headed to non-traditional countries (IIE, 2017b). Non-traditional countries include such places as Vietnam, Laos, Slovenia, Macedonia, Bangladesh, and Sierra Leone to name a few. Further, women still make up the majority of students going abroad with 66.5% (males 33.5%) (IIE, 2017a).

We are seeing growth in both the number of students going abroad and the number of study abroad programs being offered. In 1986 there were 2,005 different programs available to students wanting to study abroad. That number had increased to 6,514 by 2006, an increase of 225%, and a year later (in 2007) that number increased again to over 7,500 programs. Those numbers do not include exchange programs or direct enroll programs (Obst, Bhandari, & Witherell, 2007).

There are several reasons why study abroad has grown, they include more opportunities appealing to a broader range of students, U.S. Government sponsored activities in the form of scholarships, fellowships and grant programs, overseas institutions and governments marketing to U.S. students, more programs taught in English, and students understand the importance that a study abroad experience has in preparing them for the future (Obst et al., 2007).

Gender and Ethnicity in Study Abroad

Study abroad has a lengthy and interesting history, as well as some specific trends. Those trends correspond to the gender and ethnicity of study abroad students across institutions and program providers.

Gender. Study abroad programming started as an opportunity for male students to experience both personal and professional growth (Hoffa, 2007). However, over time

we see a shift in the gender of study abroad students from male to female dominance. Data collected by the Institute of International Education and available through their Open Doors Report shows the characteristics/profile of study abroad students has been very consistent with respect to male and female participation in study abroad programs for the last 12 years. Spanning from 2004-2005 through 2015-2016 the number of females participating in study abroad programs has ranged from 63.5% to 66.6%, while the number of male participants has ranged from 33.4% to 36.5% (IIE, 2017a). The mean percent of females who studied abroad during that time frame was 65%, and males had a mean percent of 35%. This results in an almost 2-to-1 female-to-male ratio. Several reasons for gender differences in study abroad have been proposed. At first these phenomena were believed to be the product of the study abroad curriculum, as many study abroad programs tend to put emphasis on the humanities, social sciences, and foreign languages. These study areas often have more female students in them, so it was not surprising that there were more females going abroad. In more recent years there has been more study abroad participation by science and engineering students, areas traditionally more male dominated, yet, the gender breakdown remains unchanged (Cooper & Grant, 1993; Fischer, 2012; Redden, 2008b; Shirley, 2006; “Study abroad,” 2009). A second reason for gender disparity is that there are more women in college than males (Redden, 2008b). In 2014, the weighted six-year graduation rate was 60% for females, while men’s graduation rates were 6% lower (54%) (Fischer, 2012; Shirley, 2006). A third possible difference between the number of males and females abroad has to do with the maturity and risk-taking levels of males and females, with females preferring structured programing over independent travel (Redden, 2008b). A fourth

reason is that male students do not want to stray from their life and friends on campus to go and study abroad, unless their friends are going abroad too (Fischer, 2012). Thomas Bogenschield, Director of International Programs at Vanderbilt University, shared with Fischer (2012) the following, “We can talk ourselves blue in the face, but they’re really going to listen to their friends” (para. 18). Finally, others believe the difference is the result of how study abroad programs are marketed to students (Fischer, 2012; Lucas, 2009; Redden, 2008b; Shirley, 2006). Redden (2008b) found that the marketing materials produced by program providers consisted mostly of color photos of women. This approach to marketing is targeting the perceived customer base, women. Lucas’ (2009) research suggested that messages being carried in study abroad marketing materials does not appeal to males who have different “values and interests, especially those with traditional notions of gender” (p. 238). Lucas (2009) also stated that males were given less information about study abroad and received fewer communications about it from other males. Lack of male to male information sharing has led to a perceived “feminization of study abroad” (Lucas, 2009, p. 238). Research shows that traditional gender roles, what is masculine and what is feminine is still very influential (Fischer, 2012; Summerfield, 1998; Kimmel, 2008; Lucas, 2009; Stoltzfus, Nibbelink, Vredenburg, & Thyrum, 2011; Sax, 2008). Although there is a difference between male and female participation in study abroad, research on this subject has been limited and of the research that has been done no clear reason(s) have emerged (Redden, 2008b; Shirley, 2006). The above reasons for gender differences in study abroad are just theories at this point. Until the differences between male and female participation in study abroad is

extensively research, now and in the foreseeable future I see study abroad continuing to be dominated by female students.

Ethnicity. Like gender, ethnicity has remained somewhat stationary with the number of ethnically diverse students going abroad remaining low. Data collected by the Institute of International Education and available through their Open Doors Report shows the characteristics/profile of study abroad students has been consistent with respect to ethnicity over the last 12 years. Spanning the academic years 2004-2005 through 2015-2016 the number of white or Caucasian students participating in study abroad has varied from a low of 71.6% to a high of 83%, the number of Hispanic or Latino(a) students has varied from a low of 5.4% to a high of 9.7%, Asian, native Hawaiian or other Pacific Islander students participating in study abroad has ranged from 6.3% to 8.4%, black or African-American students participating in study abroad has ranged from 3.5% to 5.9%, multiracial students participating in study abroad has ranged from 1.2% to 4.1%, and American Indian or Alaska native students participating in study abroad has ranged from .4% to .6% (IIE, 2017a). The percent of white or Caucasian students who studied abroad during that time period had a mean of 78.1%, Hispanic or Latino(a) students had a mean of 7.0%, Asian, native Hawaiian, or other Pacific Islander students had a mean of 7.4%, Black or African-American students had a mean of 4.7%, multiracial students had a mean of 2.3%, and American Indian or Alaska native students had a mean of .5%. These results demonstrate that non-minority students far exceed the study abroad numbers of their more ethnically diverse counterparts by almost 4-to-1.

Although there is a need for more diversity in study abroad, research on the topic is still lacking. One such study researched the number of articles, reports, books, and

presentations that discussed study abroad (Comp, 2007). Comp (2007) found that between 1950 and 1970 there were 340 articles, reports, and books on study abroad, while there were no articles or reports examining minority students abroad. In the 1980's of the 377 articles, reports, and books identified only nine discussed minorities, by the 1990's of the 675 articles, reports, and books identified only 61 discussed minorities, and between 2000 and 2003 the number of articles, reports, and books identified totaled 315, with only 55 discussing minority students abroad (Comp, 2007). The numbers have improved slightly over the years, but not by much. To this day there are very few scholarly works on why minorities do not study abroad.

Another study conducted by the University of Minnesota looked at focus groups and collected surveys from more than 4,000 students. They found the reasons most often given were financial hurdles, familial influences, fear, and worries about cultural differences (Bidwell, 2014; Redden, 2008a). These reasons matched the literature and some of the reasons found in other studies and will be discussed below.

The Council on International Education Exchange (CIEE) has led the way in trying to determine why minority students do not study abroad. CIEE identified eleven barriers, which will be discussed to varying degrees (Council on International Education Exchange, 1991). The first and most often cited reason has to do with the high cost associated with study abroad programs (Bidwell, 2014; Council on International Education Exchange, 1991; Mazyck, 2014; Norton, 2008; Redden, 2008a; Simon & Ainsworth, 2012). Prior to the 1980's study abroad was an extravagant opportunity that was only open to students from affluent families. By the 1990's study abroad numbers increased and with this increase there were more minority students, although the numbers

were still quite small (Carter, 1991; Comp, 2007; Mattai & Godwin, 1989; Simon & Ainsworth, 2012). This could be in part because minority students often struggle with funding their college studies in general and is worsened by the belief that study abroad is “an elusive opportunity, utterly out of reach and even inappropriate” (Dessoiff, 2006, p. 24) for minority students.

Reasons two through four had to do with the colleges and universities themselves. Reason two looked at the lack of support for minorities from staff and faculty (Council on International Education Exchange, 1991; Simon & Ainsworth, 2012; Washington, 1998). Norton (2008) found that international offices often have a mostly white staff. This influences the kinds of students who are walking into the office or going abroad. For minority students there is a hesitation to discuss international options when they do not see themselves reflected in the staff or they believe that staff cannot possibly relate to them (Carter, 1991). For example, the University of Pittsburgh had a mostly white staff; it now has a staff that is one-third black. They believe staffing changes have resulted in at least a 15% increase in the number of black students going abroad (Norton, 2008). Reasons three and four found that the campus culture did not support international education, and credit transfer was difficult (Council on International Education Exchange, 1991; Simon & Ainsworth, 2012; Washington, 1998).

Reasons five through ten could be considered study abroad programing issues. Reason five is the program structure (Council on International Education Exchange, 1991). Reason six looks at languages and language requirements (Council on International Education Exchange, 1991). Research has shown that many students of color have a better understanding of languages than their non-minority counterparts.

Given that language acquisition is often cited as a reason for going abroad, students of color may not see themselves as needing to go abroad to learn a language (Bidwell, 2014; Redden, 2008a). Reason seven is the length of the study abroad program (Council on International Education Exchange, 1991). The length refers to the amount of time a student spends abroad on a study abroad program (i.e. summer, semester, year). Reason eight and nine are on-campus requirements and admission requirements (Council on International Education Exchange, 1991). Requirements refer to the criteria for participation in a study abroad program that is set by the university. For example, only students from the home institution can participate in that universities exchange programs, while admission requirements may include GPA minimums, major requirements, language requirements, etc. Reason ten are the marketing materials (Council on International Education Exchange, 1991; Carter, 1991). Redden (2008a) found that marketing materials (i.e. flyers, web pages, brochures, etc.) targeting diverse groups of students was often absent from study abroad offices. One only needs to look at the materials on university websites and in study abroad offices to see that the students portrayed in them are often Caucasian, not students of color. Reason eleven has to do with state legislature-mandated course requirements (Council on International Education Exchange, 1991; Carter, 1991), which can make it difficult for students to get the courses they need for graduation while abroad.

Finally, minority students may not go abroad because they lack family support (Bidwell, 2014; Mazyck, 2014; Redden, 2008a). Many minority students come from families that have not traveled overseas themselves and may not encourage or understand

why their student wants to go abroad. Instead of supporting them they instead push for them to get through college as fast as possible and enter the workforce (Norton, 2008).

Benefits of Study Abroad

Study abroad claims to provide several benefits to students; those benefits can be personal or professional in nature. Six benefits will be mentioned below, while I am sure there are others, these are the ones most often cited in the literature. One benefit of study abroad is that it can attract pre-college students to an institution (Williamson, 2010b). Students interested in studying abroad will be drawn to institutions that offer study abroad opportunities. The other five benefits have often been advertised without much support until 2004 (Dwyer & Peters, 2004). A large-scale study was done by the Institute for the International Education of Students (IES). This survey looked at the long-term effect that study abroad had on the personal, professional, and academic lives of students between 1950 to 1999 (Dwyer & Peters, 2004). For their purpose the length of program and location did not matter. IES was able to collect 3,400 responses (a 23% response rate) (Dwyer & Peters, 2004). The four remaining benefits are the result of that survey.

The second benefit students who had studied abroad experienced was personal growth (Boyle, n.d.; Dwyer & Peters, 2004; McGourty, 2014; Nguyen, 2012; Zimmerman & Neyer, 2013). According to the survey by Dwyer and Peters (2004), 97% of participants said their experience spurred their maturity, 96% had an increase in their self-confidence, 89% learned to accept uncertainty, and 95% said their time abroad had a lasting influence on their world view. Further, more than 50% of students-maintained contact with the U.S. friends they met abroad and 73% felt the experience had a continued effect on their domestic life (Dwyer & Peters, 2004). Zimmerman and Neyer

(2013) added to the research by looking at multiple universities and utilizing a sample size that included 527 study abroad students and 607 non-study abroad students (their control). The study indicated predictors that could indicate which students will study abroad and generally supported the idea that study abroad speeds up personal growth (McGourty, 2014; Zimmermann and Neyer, 2013). The study identified the, “Big Five personality traits – openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism” (Zimmermann & Neyer, 2013, p.525) as predictors of short-term stays. Students who had long-term stays had all big five personality traits except for agreeableness (Zimmermann & Neyer, 2013). Zimmermann and Neyer (2013) said, “Hitting the road has substantial effects on who we are. The difference is made by the international people we meet on that road and with whom we form new relationships” (527). The third benefit a student can gain from studying abroad is a new perspective about the world as a result of their intercultural development (Dwyer & Peters, 2004). Dwyer and Peters (2004) point out that study abroad professionals frequently state that:

One goal of study abroad is to train future global leaders to be more effective, respective of other cultures and political and economic systems, and willing to take a stand for the world’s welfare, not just what benefits a specific country.

(Intercultural Development section, para. 1)

The IES survey supported Dwyer and Peters (2004) quote. Results revealed that 98% of students better understood their cultural beliefs and biases, and 82% said they developed a more educated opinion of the world. Further, those study abroad students stated their experience had a long-term effect on their lives with 94% of those surveyed saying their study abroad experience continues to impact their connections with individuals from

other cultures, 90% had a more diverse group of friends, and 64% explored other cultures (Dwyer & Peters, 2004). Cynthia Perras, an IES study abroad student that studied in Paris in 1981 said, “The experience of living and studying in another country was so eye-opening...[it] tested preconceptions and habits I wasn’t even aware were so ingrained in me” (Dwyer & Peters, 2004, Intercultural Development section, para. 3). The fourth benefit of a study abroad experience is that students can find that it helps them develop professionally (Dwyer & Peters, 2004; Forray & Woodilla, 2009; Nguyen, 2012; Williamson, 2010b; Zimmermann & Neyer, 2013). Colleges understand the need to have employable students; one way to do this is by exposing students to different cultures and foreign languages through study abroad programming (Tillman, 2012; Williamson, 2010b; Zeszotarski, 2001). Exposure to other cultures and languages impacts the way business is conducted. Universities and colleges realize this, and programs are changing in response. For example, Global MBA programs are starting to require students to learn a second language (Dessoff, 2012). Jeffrey E. Michelman, Professor of Accounting and Director of International Business said:

Students who want to do international business need to speak multiple languages if they are going to be successful. If you want to be involved in understanding how business takes place in a particular country, you need to live there and understand its history and culture and also be able to speak the language.

(Dessoff, 2012, p. 1)

In 2005, the Commission on the Abraham Lincoln Study Abroad Fellowship Program pointed out that “one in six American jobs are tied to international trade” (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005, p. 5) and “corporate

leaders rank international curricula high on their priority list of what's important in American higher education" (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005, p.5). The Association of American Colleges and Universities (AAC&U) asked business leaders how well students were prepared for employment. The AAC&U found that 72% of business leaders felt colleges and universities did not stress global issues enough and 46% of business leaders did not feel recent college employees had enough global understanding to advance (Hovland, 2009). Study abroad helps students gain those business skills that are needed. Dwyer and Peters (2004) found that three-quarters of the surveyed participants thought they gained knowledge that helped them chose a career path and 62% choose an alternative career because of their time abroad. The fifth benefit that piggy-backs on the fourth is educational. Eighty-seven percent of students said their study abroad experience influenced their academic choices and 63% were motivated to change academic majors. One important area is language acquisition (Dwyer & Peters, 2004; Stewart, 2010; Talburt & Stewart, 1999). Carroll (1967) said, "Even brief time spent abroad had a potent effect on a student's language skills" (p. 131). Stewart (2010) response to Carroll's study is that "40 years later studies are showing that there is substantial variation in individual performance" (p. 138). Studies have shown that certain students have minimal gains in language acquisition while others have significant gains (Stewart, 2010). Language acquisition has grown in importance as our world has become more interconnected. It is common knowledge in the study abroad field that studying a foreign language abroad where you are immersed in the language and culture is the most efficient way to acquire another language. Caitlin Eshelman, an MBA student said, "It is really amazing how quickly your language

proficiency develops when you are fully immersed in a culture” (Dessoiff, 2012, p. 4).

While it may be easier to learn a second language while abroad, several factors contribute to the success of student learning. They include “differences in learning styles, motivation and aptitude, the features of the specific language to be learned, the degree to which they are actually “immersed” in the native speech community and the interaction of these variables with formal classroom instruction” (Freed, 1998, p. 32). That being said, 42% of people who responded to the survey and lived in a homestay during their time abroad use a second language (not English) regularly, other participants did too, but to a lesser degree (Dwyer & Peters, 2004). Another educational benefit is that study abroad students tend to have higher GPA’s compared to their non-study abroad counterparts (Holoviak, Verney, Winter, & Holoviak, 2011). This can be viewed as beneficial to university graduation rates.

For the most part study abroad professionals and university administrators see study abroad as benefiting students, not everyone sees the evidence as positive though. “Most administrators have heard enough stories from the students about how study abroad changed my life that they feel justified in touting its benefits, even if there isn’t enough evidence to back up those claims” (Chieffo & Griffiths, 2004b, p. 28). Chieffo and Griffiths (2004b) acknowledge that students see study abroad as life changing, but don’t necessarily see that there is enough evidence to support those claims. Chieffo and Griffiths (2003) perceive this study abroad claim as flawed given it is based on studies that surveyed a small number of students, did not look at program details, and did not make comparisons between students abroad and those who remain behind. Chieffo and Griffiths did find in their study on short-term study abroad programs that regardless of

design the effect on the number of times returning students took part in international activities was significantly higher (2004a), and they frequently accepted assertions that were global or international in nature (2003). This is different than claiming that study abroad changed a student's life.

Freestone and Geldens (2008) argued that study abroad could be seen as a tourist activity because students have a prearranged return travel date. Following the idea of travel further the argument can be made that learning can occur in different settings, such as travel. This travel can result in some of the same outcomes that have been found in students who have studied abroad, such as personal growth, the development of life-skills, knowledge, and social and cultural understanding (Stone & Petrick, 2013).

Study Abroad Professionals and the Administrative Unit

Each international office or international center will be organized and set up according to the institutional level of commitment towards international education. One way to understand that level of commitment is to look at an institution's mission statement (Kelleher, 1991). Kelleher (1991) said, "The institution's mission statement is congruent with or, even better, clearly expresses a commitment to international education" (p. 7). Walker (1999) found Kelleher's (1991) statement to be true and saw a connection between study abroad mission statements and the institutions mission statement.

Administrative unit. The administrative unit that manages study abroad may be referred to as the Study Abroad Office, Study Abroad Center, Office of International Programs, International Office, International Center, or by some another name. For the purposes of this study, these terms may be used interchangeably. Further, how an

institution is categorized will determine how their study abroad office will be arranged, staffed, and funded (Walker, 1999; Forum on Education Abroad, 2011). Brown and Larsen (1993) determined that the administrative structure of the study abroad office may reveal how resources are distributed, identify management and leadership practices, and identify the relationships within the department and across the institution. Study abroad offices are staffed with study abroad professionals of various titles, responsibilities, backgrounds, and experiences. A typical study abroad office will have a director, assistant/secretary, and at least one advisor (Brown & Larsen, 1993; Walker 1999), but that is not necessarily the only configuration as larger offices will have more staff. For example, Walker's (1999) research looked at two different institutions of dissimilar size and found that each office was staffed differently. Institution A is a public land-grant institution with a large dedicated office that houses a director, two program advisors, a secretary, four graduate assistants, and seven undergraduate students. Institution B is a private four-year liberal arts institution with a small shared office (study abroad plus other international roles) that has a director, two program advisors, a student worker, and a secretary. Both the study abroad director and program advisors were found to have similar managerial functions which included advocate/facilitator, liaison, educator/consultant, evaluator, and fund-raiser (Walker, 1999). The above demonstrates just two possible variations found in how study abroad offices are organized and staffed. Other positions found in an international office can include an Assistant Director, Associate Director, Education Abroad/Study Abroad Manager, Exchange Coordinator, Faculty Program Director/Leader, Housing Coordinator, Office Manager, Internship Coordinator, Outreach Liaison, Peer Adviser, Peer/Program Ambassador, Program

Assistant, Program Director, Program Manager, and Resident/Center/On-Site Director (Forum on Education Abroad, 2011). Of course, the number of positions an international office has will depend on the size of the institution and number of students that go abroad each year.

Study abroad professional. How did the study abroad professional come to be?

The best way to talk about the beginning of the profession is with a story that Professor Ben Dillow from the University of Redlands told colleagues at their annual meeting for the National Advisory Council of the Institute for Study Abroad in 1998. Dillow, a speech communications professor, was in his office one day when the Dean stopped and asked him if he'd like to run the study abroad activities for the university. Dillow agreed to do it, that was nearly 20 years ago (Sideli, 2010). Dillow said, "He learned the profession by doing it, not through any training or certification" (Sideli, 2010, p. 369). Dillow believes that his background from 20 years ago would not be enough to enter the field today (Sideli, 2010). Dillow's tale is a familiar one to those professionals who have been in the field a long time. In the past professionals had little formal training and often learned by doing, but that is changing (Brown & Larsen, 1993; Chalou & Felsing, 1993). As student interest and study abroad programs grew in number, so did the need for professionalizing the field. This has resulted in a need to train those entering the area of study abroad advising or administration.

In the 1960's, organizations such as the Section on U.S. Students Abroad (SECUSSA) and the Association of International Educators formerly known as the National Association of Foreign Student Advisors (NAFSA) began to develop and offer in-service training workshops, which came to be known later as "Study Abroad 101"

workshops (Sideli, 2010, p. 376). More recently, NAFSA has introduced their Core Education Program (CEP) Workshops. The CEP Workshops were developed for working professionals who want to add to their skills set or acquire new skills in specialized areas. These four to eight-hour workshops teach “best practices” to professionals who leave the workshops with a certification of completion. Training sessions provided by NAFSA: Association of International Educators (n.d.b) include the following topics:

Expanding Roles of the Education Abroad Adviser

Collaborative Approaches to Developing Faculty-Led Programs

Health, Safety, and Risk Management in Education Abroad

Managing the Education Abroad Office

Internships, Research, and Service Learning Abroad

Additional workshops are offered in other areas such as enrollment management, international students and scholars services, and teaching, learning, and scholarship (NAFSA, n.d.b).

There also emerged a number of professional organizations for the study abroad professional to seek out, such as the International Education Association of South Africa (IEASA), the Association of International Educators in Japan (AIEJ), the Canadian Bureau for International Education (CBIE), and the Association of American Study Abroad Programmes (AASAP) to name a few. Sourcebooks, guidebooks, or handbooks as they were called were developed and continued to be developed and added to as the profession grew. As did the introduction of legislation and initiatives, such as the Boren Bill, National Security Exchange Program (NSEP), and monies from the Fund for the Innovation in Postsecondary Education (FIPSE) that went to support international

education (Sideli, 2010). In 1975, *The SECUSSA Sourcebook: A Guide for Advisors of U.S. Students Planning an Overseas Experience* was published by NAFSA (Hoffa, 1993). This publication was the work of some fifty people from various U.S. colleges and universities, and other professionals who had attended the December 1974 workshop (Hoffa, 1993). The SECUSSA Sourcebook's Editor Judy Frank said, "on behalf of all those who attended the workshop and contributed their thoughts to the book's contents, hope that the book represented the first steps toward professionalizing the field of advising U.S. students who wish an overseas experience" (Hoffa, 1993, p. XIII). This publication is a turning point and start to professionalizing study abroad. It should be noted that the sourcebook was not the final say on the advising of students, but a place to start. Further Frank "envisioned a constant reevaluation and change in professional training and knowledge in the years ahead" (Hoffa, 1993, p. XIII). Workshops and training sessions for study abroad professionals have continued and can even be done through E-Learning courses such as the one offered by NAFSA called *Introduction to Education Abroad Advising* (NAFSA, n.d.a).

Professionals entering the study abroad arena now are often college graduates who have studied abroad themselves and have thus made the decision to go into the field (Sideli, 2010). This however is not the only requirement. It is now also possible to get a formal degree in international education, this was not an option for individuals 40 years ago (Sideli, 2010).

Study abroad professionals are said to possess a variety of skills (Brown & Larsen, 1993). According to Brown and Larsen (1993) a successful study abroad professional should possess an imagination, empathy, sensitivity, enthusiasm, and

patience. As well as the ability to understand, manage, budget, and communicate with their institution. Study abroad professionals are often asked to take on the following roles: Advocate/facilitator, liaison/broker, and educator/consultant. As advocate/facilitator the professional promotes study abroad on campus, making sure that students perceive those opportunities as possible, pertinent, and advantageous. As liaison/broker diplomacy will be utilized to facilitate and inform students, faculty, and the administration on the intricacies of study abroad. This will ensure that academic and institutional procedures, such as course approvals, credit transfer, registration, accounts receivable, etc. are maintained. Finally, as educator/consultant the focus is on preparing the student to make an informed decision about study abroad and helping them to navigate through obstacles.

Advising

Study abroad professionals advise students, but that is not their only role. Brown and Larsen (1993) and Walker (1999) describe study abroad staff as specialists who assist students by advising them on study abroad options, informing them about financial aid resources, offering workshops, advising faculty and staff about study abroad, communicating with the registrar's office about academic credit for study abroad, and offering re-entry activities for faculty and students. Study abroad professionals also address the health and safety issues of their overseas students and how to limit institutional liability (Rubin, 1996). Study abroad advising is essentially general academic advising. Further, study abroad professionals should be sure their study abroad students know what they know about a destination (Rubin, 1996).

As institutions add global components to the curriculum, it is important that they

understand that it will be better received if taught by faculty with international experiences. Sandgren, Elig, Hovde, Krejci, and Rice (1999) showed that students taught by faculty who had traveled abroad saw the course as being more global than if it had been taught by faculty members who had not gone abroad. Research demonstrates a link between travel experience and teaching. It appears that faculty experiences abroad improve their social and self-awareness leading to changes in the way they conduct their courses, such as adding global content (Sandgren et al., 1999). Faculty behaviors and attitudes affect how students learn and connect by creating a culture that puts an emphasis on best practices (Umbach & Wawrzynski, 2005). It seems apparent that you need the faculty to support global learning (internationalization) efforts if you are to be successful.

An important component to understanding the study abroad professional is to understand how professionals are developed. Professionals can learn about their workplace through formal and informal means. Fox suggested that formal training includes such things as classroom instruction, computer-based instruction, hands-on training, and actually doing various operations (as cited in Conlon, 2004, p. 283). In 1990, Marsick and Watkins (1990) determined 20% of what employees learn derives from formal training. This means the other 80% comes from informal strategies. Dewey's informal learning theory looked at learning as the result of individual experiences through continuous learning and reflective education (as cited in Conlon, 2004, p. 286). The informal strategy most often employed is personal strategies, but also includes such things as mentoring, coaching, networking, modeling, teamwork, and individual abilities (Conlon, 2004; Marsick & Watkins, 1990). Sorohan saw personal strategies occur when employees took time to "question, listen, observe, read and reflect on their work

environment” (as cited in Conlon, 2004, p. 283). Essentially employees learn best by doing. One can wonder if this is true of study abroad professionals as well. Would Dillow agree? The American Institute for Foreign Study (AIFS) suggests that in order to advise students properly and help them with researching and selecting a program, study abroad professionals need to be well-informed about the ever changing socio-economic and political climate in important regions of the world (AIFS, 2010). One can wonder how informed study abroad professionals are and whether they would be considered globally-minded.

Professionalism

To professionalize a field, you need to first understand what it means to professionalize it. A profession is, “A paid occupation, especially one that involves prolonged training and a formal qualification” (New Oxford American Dictionary, 2010). This research looks to take study abroad from a profession to a professionalized field. Professionalization of a field can be the following: Passing a test, a period of mentored experience, continuing education through study, webinars, and conferences, licensing by a formal authority (like NAFSA), a specific degree (i.e. master’s), membership in a professional organization, ethical standards of behavior (Bierema, 2011; Bredekamp & Willer, 1993; Demirkasimoğlu, 2010; National Research Council, 2013). Professionalization can be driven from a top-down or bottom-up process, or both (National Research Council, 2013). Study abroad should be a combination of both. The professionals themselves should be driving and pushing for the professionalization of the field, but also universities, colleges, and providers. Given the study abroad encompasses sending young adults and children (not at the college level) and the types of

responsibilities professionals have, it can be argued that governments should want to see this field professionalized too.

Why would a field want to be professionalized? Bierema (2011) said, “Professionalism helps move the field from a marginal status to one of social influence” (31). There is a risk to professionalizing the field, it could result in diverse groups being excluded from the profession (Bierema, 2011; Bredekamp & Willer, 1993; Perin, 1999). Perin (1999) suggested that bureaucracy could be problematic as well. As mentioned previously, study abroad lacks diversity, professionalizing could continue this trend or make it worse. That being said, the advantages of professionalizing the field of study abroad outweigh the cons. Advantages include, improved quality and consistency, ethical behavior, proper training and continuing education, job and financial protections, improved compensation, lobby for change, professional growth, and create certifications for specialties (Bredekamp & Willer, 1993; Demirkasimoğlu, 2010; Imas 2017).

Globalization

Theodore Levitt, an economist, is credited with the creation of the term globalization in 1985 which looked at the interconnectedness of global economics; later globalization was applied to politics and cultural changes (Spring, 2009; Stromquist, 2003). Bernstein and Cashore (2000), Friedman and Ramonet (1999), Kenen (1999), Lang (2006), and Meerhaeghe (2012) see globalization as being economically driven from such things as finance, trade, and investments. But, the term does not stop at economics. The word globalization has been applied to education and cultural changes too (Spring, 2009). Another way to describe globalization is to say it is, “The advance of human cooperation across national boundaries” (Boudreaux, 2008, p. 1). Under

globalization autonomy has not been lost. Instead, we see that “Globalization did not lessen national identities; it just rendered them more complex” (Naím, 2009, p. 30).

Globalization has led to push to produce globally competent students, but the term globalization often has different meaning depending on the individual and those individuals’ experiences (Ilyas, 2015; Porter & Vidovich, 2000). McCabe (2001) sees the term globalization as needing to be defined in the context of education and that this lack of defining is hindering curriculum and program development in education. Ilyas (2015) suggests that higher education’s role is to prepare students to be globally competent through information and understanding. While, Porter and Vidovich (2000) said, “Globalization is about international networks, integration of economies, and connection of cultures. It is the global in the local and the local in the global” (p. 459). Their definition demonstrates the interconnectedness of our world. Globalization can be seen as a global process, which to some implies a cultural homogeny resulting from the sharing of technology, education, and immigration (McCabe, 2001).

In the 1950’s, the cold war drove the federal government to push for internationalized curriculum with the hope of creating better communication with Third World countries (Bonfiglio, 1999). Johnston and Edelstein (1993) said it best when they said, “Globalization is here to stay, and its pace in the foreseeable future will only accelerate. Increasingly the expansion of the international dimension of higher education is not so much an option as a responsibility” (p. 2). In response institutions are changing their strategic plans, curriculum, and policies to prepare students for a life and career in a global environment (Altbach & Knight, 2007; Brustein, 2007; Green, Luu, & Burris, 2008; Porter & Vidovich, 2000). It is through internationalization that institutions

become globalized. Changes include strengthening language offerings, adding an international component to the curriculum, instituting policies that promote campus internationalization, and offering co-curricular activities, such as study abroad. Even with those changes, the reality is that most institutions are not producing globally competent students (Green et al., 2008). Some reasons this is happening include a lack of internationalization in strategic planning, not seeing internationalization as an important part of institutional identity, having gaps between what is said and what is done, few institutions have international or globally centered courses, there is a lack of foreign language requirements, too few students study abroad, and there is an absence of senior-level staff ready to support internationalization (Green et al., 2008). When global learning takes place and institutions are internationalizing students they are better prepared for life after college. Strengths of internationalization include: an increased investment in faculty support, increased support for administrators, global learning that is introduced to students, and technological use that is expanded (Green et al., 2008).

Present day. Given today's internet technology, globalization is more personal with individuals having the ability to travel almost instantly anywhere they want with little cost. This has led not only to measurable changes, but also to qualitative changes (Naím, 2009). One may ask the question, given the breadth of globalization, are we any closer to being globally competent in higher education? According to Ilyas (2015):

The process of globalization is not in the control of academic institutions.

However, through their internationalization efforts, they can produce future workforce with necessary knowledge, skills, and the global competence for their graduates to be successful in a globalized world. (p. 39)

The success of international education goals in the United States is far from successful. Only about 1% of U.S. students study abroad, that amounts to less than 10% of U.S. graduates (IIE, 2017; NAFSA, n.d.c). Foreign languages are also not well studied, and critical languages are studied at extremely low rates. For example, .7% of students study Arabic, and only 27% of institutions require students to take foreign a language as part of their degree requirement. If global learning is to be achieved by institutions, the curriculum will have to be redesigned to include global perspectives (Brustein, 2007). Assessment can help gather the necessary data on whether institutions are producing globally competent students. Assessment can also help educators see the impact that global and internationalization efforts are having on students learning outcomes. However, institutions also need to see internationalization as more than just study abroad (includes international exchange agreements, faculty-led programs, provider programs, and direct enroll programs), international students, and Memorandums of Understanding (Olds, 2010). Institutions need to look for other ways to become global. Olds (2010) suggested the following internationalization alternatives: Branch campuses abroad, co-teaching and co-advising through distance learning, international collaborative agreements, and linked research. Institutions have been embracing some of Olds (2010) and West's (2017) ideas. For example, Florida State University has overseas campuses in Panama City, Panama, London, England, Florence, Italy, and Valencia, Spain. Co-teaching has also occurred. One university that had done this is McGill University. An advanced ground hydrology course was taught between McGill University, University of Saskatchewan, and the University of Wisconsin-Madison. The co-delivered course utilizes software to pool students, post content, and video conferencing. The content is

like nothing they could have normally received in a regular course. After class students still interacted through discussions and collaboration on projects using instant messaging services (Gleeson, 2014).

The ACE has been studying how internationalization can be measured and concluded that one way to measure it is through institutional investments in faculty (ACE, 2014). Comprehensive universities do not adequately invest in their faculty when it comes to international education. Only 14% of institutions scored medium-high or high, while 60% of comprehensive institutions provided funding for faculty-led study abroad programs and 55% supported overseas travel for conferences. Support for faculty to conduct research abroad (33%) or teach abroad (27%) was marginal. Comprehensive institutions were also not likely to offer any on-campus options for developing international skills. Finally, only 45% of institutions gave faculty funding to internationalize their courses, and 48% had internationalization workshops for curriculum available to faculty (Green, 2005). Faculty need to be a part of internationalization efforts as they are the direct line to the students. Global learning is not just a university or college phenomena, community colleges are looking to develop global learning among their students with a focus on intercultural competence too (Emert & Pearson, 2007; Levin, 2002; Martin & Nakayama, 2004; Otten, 2003). McCabe (2001) sees the “process of internationalization, at any level, is relevant to the field of education and studying abroad” (p. 142). McCabe seems to be suggesting that any amount of international exposure will have some benefit in creating a more globally prepared student, and that institutions do not have to take an all or nothing approach to internationalization.

Internationalization, International Education, and Culture

Internationalization is and will continue to be important to higher education. Pushing developments in education are the social, economic, and labor needs of a world that has gone global. Higher education can provide students with the theoretical and professional knowledge, foreign language acquisition, and intercultural skills and viewpoints that they need. Additionally, institutions and the nation have a financial interest in the recruitment of foreign students, plus new communication technologies in education as well as other interactions around the world has led to a blurring of national borders as well as the role of government in education (Qiang, 2003). Qiang (2003) said, “Higher education can no longer be viewed in a strictly national context” and called “for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals which are part of it” (P. 249).

Knight (1993) describes the internationalization of higher education as “The process of integrating and international/intercultural dimension into the teaching, research and service functions of the institution” (p. 21). “Internationalization of higher education is seen as one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation” (Qiang, 2003, p. 249). The U.S. is not the only country having to internationalize higher education other countries are making changes too. Each country and even institutions handle internationalization differently (Gao, 2015; Knight, 2004). Consequently, there is not a right or wrong way of accomplishing internationalization (Hersey, 2012). Internationalization is the reaction to globalization (Knight, 1993). Study abroad or education abroad as it is sometimes called,

is just one way in which internationalization can happen.

Study abroad is one piece of international education that can be tied to internationalization. Culture is the “Set of distinctive spiritual, material, intellectual, and emotional features of a society or a social group. Culture encompasses art and literature, lifestyles, ways of living together, value systems, traditions, behaviors, and beliefs” (Forum on Education Abroad, 2011, under culture). Culture is not instinctual but is something that is learned and shared from others (Bennett, 1986, 1993; Handwerker, 2009). Pascarella, Edison, Nora, Hagedorn, & Terenzini (1996) saw the benefit of interacting with people from other cultures, specifically cultures that were different than their own as it could lead open mindedness towards others. Students who have studied abroad often cite an increase in sensitivity and understanding of other cultures as one of the outcomes from their experience abroad (Hansen, 2010). That being said there is no guarantee that study abroad students will engage with the host culture (Katula & Threnhauser, 1999).

Global-Mindedness

Global-mindedness is defined by Hett (1993) as “A worldview in which ones sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual’s attitudes, beliefs and behaviors” (p. 143). Hett (1993) recognized five theoretical dimensions to global-mindedness; those dimensions are responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness. They are defined as:

- (1) **Responsibility:** A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in

some way.

(2) **Cultural Pluralism:** An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

(3) **Efficacy:** A belief that an individual's actions can make a difference and that involvement in national and international issues is important.

(4) **Globalcentrism:** Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards.

(5) **Interconnectedness:** An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family" (Hett, 1993, p. 143).

Hett (1993) also identified eleven additional dimensions resulting from interviews with individuals who were globally-minded. Those dimensions show that the individual who is globally-minded has certain traits that lead them to be open-minded towards diversity, opposing bias, concern and care for the environment, an understanding of how different cultures influence the world and are interconnected, are eager to learn, and live their lives with purpose and accountability. Hett (1993) found that those individuals scoring high on the Global-Mindedness Scale (GMS) displayed certain traits. According to Hersey (2012) those traits are supported in the literature as well. Identified traits include: "Female gender, significant international experience, participation in internationally oriented activities, having friends from other countries or cultures and having experience living outside of the United States for nine weeks or more" (Hersey, 2012, p. 32).

Hett (1993) reviewed the work of Lentz (1950), Sampson and Smith (1957), Reddin (1975), Silvernail (1979), and Barrows et al. (1981), pulling from their research concepts that led to the development of the GMS. Lentz (1950) developed a 66-item scale that measured attitudes of global citizenship using the subscales of world-mindedness, racial or inter-group tolerance, and conservatism-radicalism. Questions on the instrument were based on existing facts and 1950's philosophies. Scores revealed with reliability that respondents could be classified as either world citizens or national citizens (Lentz, 1950; as cited in Hett, 1993, p. 53). This instrument essentially measured nationalism or internationalism and not world-mindedness (Sampson & Smith, 1957). Sampson and Smith (1957) did not see world-mindedness as being sufficiently measured with current instruments so they set out to develop one that would. They viewed international-mindedness as, "interest in or knowledge about international affairs; factual and topical statements frequently serve as items in scales that measure international-mindedness" and world-mindedness, "designates purely a value orientation, or frame of reference, apart from knowledge about, or interest in, international relations" (Sampson & Smith, 1957, p. 99). Using their definition of world-mindedness, a 32-item World-mindedness Scale was born. The World-mindedness Scale was related to the eight dimensions of religion, immigration, government, economics, patriotism, race, education, and war and proved to be reliable and valid (Sampson & Smith, 1957; Hett, 1993). Reddin (1975) developed an 80-item Culture Shock Inventory comprised of eight dimensions: lack of Western ethnocentrism, experience, cognitive flex, behavioral flex, cultural knowledge of specific cultural patterns, cultural knowledge of other cultures in general, cultural behavior, and interpersonal sensitivity. This reliable and valid instrument was to identify possible

difficulties people planning to work outside of their own culture may experience and add to views of cultural openness and diversity found in global-mindedness (Hett, 1993). Silvernail's (1979) 20-item Future World Perspectives Scale measures four concepts that included selective economic growth, adaptive technology, international cooperation, and world economic justice. This scale implies what peoples' beliefs are with respect to the four constructs, and is both reliable and valid (Hett, 1993). Hett (1993) stated that Silvernail's research "reveals important data about the attitudes of teachers related to their global perspective but makes no link between those values and teacher behavior" (pp. 57-58). Finally, Hett (1993) looked at Global Understanding Project of Barrows et al. (1981). This 230-item Likert-type survey measured knowledge and attitudes and was found to be reliable and valid (Hett, 1993).

According to Hersey, "The Global-Mindedness Scale was intended to provide measurements of affective behaviors, attitudes and values related to the development of global-mindedness" (2012, p. 51). To date there is no published research showing that GMS has been used to evaluate study abroad professionals. Hett's GMS has however been used in several global-mindedness studies spanning from 1995 to 2012. Studies were conducted by Gillan (1995), Zhai and Scheer (2004), Kehl (2005), Duckworth, Walker-Levy, and Levy (2005), Smith (2008), Kirkwood-Tucker et al. (2011), and Hersey (2012).

Gillan (1995) looked at global-mindedness in students, faculty, and administrators in the U.S. For this study the predictors of global-mindedness included female gender and age. Zhai and Scheer (2004) confirmed that female gender was a predictor of global-mindedness when the GMS was given to Ohio State University's agriculture students.

Kehl (2005) used the GMS to look at students who studied abroad on short-term and semester programs. What was found is that semester long students scored higher on global-mindedness than students who planned to go abroad in the future. Duckworth et al. (2005) looked at pre- and in-service teachers and their international/global-mindedness. Using the GMS, they found that gender, age, ethnicity, immersion outside the U.S., the number of countries a student had lived in, country of birth, amount of time abroad, languages spoken, and amount of teaching experience did not have a significant association with GMS scores (Duckworth et al., 2005). Their results did not replicate what Hett found, which according to the researchers could be the result of their quantitative methods. Smith (2008) discovered that female North Carolina extension agents with international experience scored higher on the GMS. Kirkwood-Tucker et al. (2011) looked at the global-mindedness of undergraduate elementary and secondary social studies teachers at five Florida universities. Higher GMS scores were found for those respondents who spoke two or more languages, took courses with a global focus, had high grade point averages, demonstrated liberal political orientations, were born outside of the U.S., and were of female gender (Kirkwood-Tucker et al., 2011). Hersey (2012) used GMS to look at global-mindedness in school leaders. Results found the five dimensions of global-mindedness were supported and higher scores were found among those who had international travel experience, ability to speak more than one language, and teaching experience. There was also a positive tie to Hett's subscales. Hett's (1993) work and the work of others show that GMS is both valid and reliable indicating that it would be a suitable instrument to use for assessing the global-mindedness of study abroad professionals.

CHAPTER 3: METHODOLOGY

The purpose of this mixed method study was to explore and measure the multi-dimensional construct of global-mindedness as applied to what has been termed the study abroad professional, and to give meaning to the term study abroad professional by defining it. A mixed methods study incorporates both qualitative and quantitative research (Johnson, Onwuegbuzie, & Turner, 2007; Mackey & Gass, 2016). According to Ivankova and Creswell (2009) using mixed methods can, “provide a depth and breadth that a single approach may lack by itself” (p. 136). It is for this reason that the mixed methods approach was utilized. The qualitative data provided a deeper understanding of what it means to be a study abroad professional. In this study, Hett’s (1993) Global-Mindedness Scale and its five theoretical characteristics which include responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness that were used to ascertain an individual’s global perspective was used to gather quantitative data. Hett’s Global-Mindedness Scale was adapted, and participants were asked additional questions prior to and at the end of the Global-Mindedness Scale. The questions that are before the Global-Mindedness Scale included both open and closed-ended questions to identify the homogeneity of study abroad professionals, while the questions that come after included open-ended questions that aid, along with Hett’s dimensions, in defining and giving meaning to the term study abroad professional. These open and closed-ended questions satisfied the qualitative aspect of this study. All survey questions were combined and presented in a single survey instrument.

To establish a working definition of a study abroad professional, an impromptu expert panel was put together. The panel was selected by utilizing the Open Doors Data collected in 2011/2012 by the Institute for International Education (IIE). From the data collected, IIE created a list of the top 25 institutions awarding credit for study abroad and ranked them based on the total number of students that went abroad for that year (IIE, 2017b). From that list fourteen individuals were contacted at 11 different institutions that were located throughout the United States. Institutions mostly came from the top 10 institutions on that list, but other institutions were added from further down the list so that there were six institutions from the western side of the U.S. and five were from the eastern side of the U.S. The institutions included: University of Georgia, Northeastern University, Michigan State University, University of Minnesota, University of California, University of Texas, Indiana University, University of Pennsylvania, University of Washington, University of Florida, and Brigham Young University. Potential experts were asked by email, how do you define a study abroad professional? Definitions include anything deemed important or necessary to the definition of a study abroad professional, such as a person's background, personal characteristics, experiences, education, description of what the professional does, etc. The response rate was lower than expected. Most institutional contacts did not reply, two contacts referred the email to others (none of them responded), and two replied. One reply expressed concern about defining the term study abroad professional. The response said, "My concern is that your 'definition' will end up with something so generic and bland as not to be very useful for much (in my estimation)" (Personal Email 1, October 09, 2013). The second reply saw the study abroad professional as, "Anyone working directly (more than 50% of their time) on credit

bearing activities abroad on any side of the mobility equation (sending or receiving)” (Personal Email 2, October 14, 2013). Appointment refers to the study abroad professionals’ contract or number of hours worked. Although a definition was given for the term study abroad professional, the second respondent preferred a broader definition and was concerned that using the word ‘study’ in the definition would leave out non-credit activities that may satisfy degree requirements at some institutions. These non-credit activities consist of internships, practicums, volunteering, teaching English, service-learning, work abroad, etc. (Personal Email 2, October 14, 2013). The first respondent said, “Non-credit activities, particularly those that fulfill degree requirements are being increasingly seen as critical pieces of institutional internationalization strategies” (Personal Email, October 14, 2013). Non-credit activities can be done abroad and may be part of an institutions’ internationalization however, in this study they were not part of the definition for a study abroad professional. The focus was on credit-bearing activities only.

Grounded on the lack of detailed responses received from the expert panel inquiry this researcher elaborated on the working definition of a study abroad professional. Again, for this study, the a priori definition of a study abroad professional was composed of three distinct pieces. First, a study abroad professional is any administrator, faculty member, or staff member who works with students, faculty, or staff for the purposes of sending students abroad or receiving students from abroad. Second, a study abroad professional is open-minded and non-judgmental towards other cultures, beliefs, and people, while in turn encouraging students, faculty, and staff to be open-minded and non-judgmental towards other cultures, beliefs, and people. Third, a study abroad professional

often listens to the concerns, questions, fears, and feelings that students, faculty, and staff have about going abroad for educational purposes or leading a study abroad program and knows how to respond to concerns based on their expertise and knowledge about other countries and cultures.

Researcher Positionality

Readers should know the perspective from which this research was conducted. While, I am a researcher studying the global-mindedness of study abroad professionals, I am also a study abroad professional actively working in the field of international education. The information on researcher position that follows explains where any bias and assumptions may come from during this research (Merriam, 2009). Further, my extensive background and knowledge in the field can help explain how or why I came up with the interpretations I did (Merriam, 2009). Although respondent validation (Merriam, 2009) was not done in this study, researcher bias, was partially addressed by having the survey instrument reviewed. The survey was presented online to the study abroad staff, so that they would experience the survey in the same means study participants would. Study abroad staff members were asked to complete all parts of the survey (quantitative and qualitative sections) and to provide feedback with respect to the survey questions and length. Triangulation using multiple methods of data collection was also utilized. The survey instrument served as one method of data collection, the reading various documents served as the second method of data collection, and what I have observed over the years in the international office was the third method of data collection (Merriam, 2009). The first two methods are clear, the third needs clarification. As an employee I am

able to observe how members of the office staff interact with students, staff, and faculty, as well as how they handle various emergency and non-emergency situations.

I began my educational career in fall 1994, while working on a Master's degree in Anthropology and as a Teaching Assistant for the Department of Anthropology. During the fall of 1995, I decided to add a Master's degree in Economics. I met with the Department Chair of Economics, who happened to also be the part-time Director for the Office of International Programs (the office responsible for study abroad). As the Director and I talked he learned that my background was like the background of his current Coordinator of Academic Programs. As luck would have it, the Coordinator was leaving her position and he offered me the job on the spot. I accepted and so began my career in international education during the spring 1996. In time, the Coordinator position I accepted evolved from a part-time graduate position, to a three-quarter time graduate position, before becoming a full-time Administrative and Professional position with the title Coordinator, and then later Senior Coordinator. Finally, a promotion led to the title Assistant Director.

At the conclusion of this research I had already been in international education in some capacity for 20+ years. I have never had any regrets about my career path and enjoy the challenges that each day offers me. My positions in international education have given me the chance to interact with international students, U.S. students, administrators, faculty, and staff who share a passion for other cultures, languages, and countries. I am often reminded just how different, yet similar we all are, and I embrace each of my interactions with an open mind. All my years of experience have taught me a lot over the years about myself and others. This experience has helped me to see that there is a need

to professionalize study abroad. Again, the a priori definition of a study abroad professional is composed of three distinct pieces. First, a study abroad professional is any administrator, faculty member, or staff member who works with students, faculty, or staff for the purposes of sending students abroad or receiving students from abroad. Second, a study abroad professional is open-minded and non-judgmental towards other cultures, beliefs, and people, while in turn encouraging students, faculty, and staff to be open-minded and non-judgmental towards other cultures, beliefs, and people. Third, a study abroad professional listens to the concerns, questions, fears, and feelings that students, faculty, and staff have about going abroad for educational purposes or leading a study abroad program and knows how to respond to concerns based on their expertise and knowledge about other countries and cultures.

Research Questions

The following research questions were addressed in this study:

1. What descriptive characteristics define the term study abroad professional?
 - a. Role (Administrator, Faculty and/or Staff)
 - b. Location of institution/organization
 - c. Current professional position in study abroad
2. What are the associations between individual characteristics and Hett's five dimensions of global-mindedness among study abroad professionals?
 - a. Country of birth?
 - b. Language(s) other than English spoken and/or read fluently?
 - c. Highest degree attained?
 - d. Undergraduate school major?

- e. Graduate school major?
 - f. Travel outside the United States?
 - g. Ethnicity/Race/Gender?
 - h. Study Abroad?
3. What is the association between the study abroad professionals' global-mindedness score and the number of students that were sent or accompanied abroad in 2012-2013 (fall 2012, spring 2013, and summer 2013)?

Hypotheses

The null hypotheses examined are as follows:

1. There is no difference on Hett's five dimensions of global-mindedness according to contextual variables.
 - a. There is no difference on Hett's five dimensions between academic roles (administrative, faculty, or staff).
 - b. There is no difference on Hett's five dimensions between the institution/organization's location (South, Northeast, Mid-West, West, or non-U.S.).
 - c. There is no difference on Hett's five dimensions between current professional position (Advisor, Assistant Dean, Associate/Assistant Director, Director, Coordinator/Administrator, Graduate Assistant, Manager, Professor, other).
2. There is no relationship between individual characteristics and Hett's five dimensions of global-mindedness according to study abroad professionals.

- a. There is no relationship between the global-mindedness scores of study abroad professionals and the country of birth.
 - b. There is no relationship between the global-mindedness scores of study abroad professionals and the non-English language(s) they speak and/or read fluently.
 - c. There is no relationship between the global-mindedness scores and the study abroad professional's highest degree attained.
 - d. There is no relationship between the global-mindedness scores and the study abroad professional's undergraduate school major.
 - e. There is no relationship between the global-mindedness scores and the study abroad professional's graduate school major.
 - f. There is no relationship between the global-mindedness scores and the study abroad professional's ethnicity/race.
 - g. There is no relationship between the global-mindedness scores and whether or not the study abroad professionals studied abroad.
 - h. There is no relationship between the Global-mindedness scores and travel outside the United States.
3. There is no relationship between the global-mindedness scores of study abroad professionals and the number of students that they sent or accompanied abroad in 2012-2013 (fall 2012, spring 2013, and summer 2013).

Variables

The dependent variable is the set of scores from Hett's Global-Mindedness Scale.

The independent variables include the contextual variables that contribute to the profile

of the study abroad professional, such as country of birth, languages other than English that are spoken or read fluently, highest degree attained, undergraduate school major(s), graduate school major(s), travel outside of the United States, ethnicity/race/gender, participation in a study abroad program, current professional position, the institution/organization's location, and the number of students sent abroad in the 2012-2013 academic year (fall 2012, spring 2013, and summer 2013). There were also a set of open-ended questions that was used to define the study abroad professional in the qualitative section of this study.

Participants

This study targeted study abroad professionals in the field of international education from various colleges, universities, and study abroad providers who are members of the SECUSS-L List (SECUSSA Discussion List). Study abroad professionals were solicited for participation in this study via three separate email requests sent to SECUSS-L subscribers through the SECUSS-L listserv. The second email request was sent eight days after the first email request and the third email was sent 11 days after the second. Each email request was structured in the same way. The first paragraph asked the SECUSS-L members for their support during the data collection phase of my study and thanked them for considering my request. Paragraph two included my name, told them I am a graduate student at Florida Atlantic University, and the title of my dissertation. Paragraph three stated that study participants should be adults (age 18 or older) working in the international education field, specifically in the area of study abroad, described the survey as having 50 items, consisting of 44 closed and 6 open-ended questions, and stated that it should not take longer than 8-12 minutes to complete. This paragraph also thanked

them again for their time and for considering the request. Further, study participants were told if they agreed to participate in the study they should click the link embedded in the email taking them to the informed consent page and survey. The final paragraph directed questions regarding the study to my email.

Study abroad professionals self-selected themselves for participation in this study. This method was chosen to get a varied sample that included professionals with different backgrounds and different life experiences from various institutions and organizations. Professionals participating in the study completed a confidential survey consisting of open and closed-ended questions that were used to create a professional profile for study abroad and a working definition of the study abroad professional.

SECUSS-L (2013) is a free discussion forum for study abroad professionals that started around 1991. In 1993 members of the Section on U.S. Students Abroad (SECUSSA) officially established itself as an open public listserv. In 2005 NAFSA (Association of International Educators formerly known as the National Association of Foreign Student Advisors) was restructured and SECUSSA was included under the name NAFSA Knowledge Community for Education Abroad (SECUSS-L, 2013). Although SECUSSA was absorbed by NAFSA, the SECUSS-L has no affiliation to any group or organization and is run by volunteers. The State University of New York's SUNY-Buffalo campus in Buffalo, New York provides technical support to the listserv, Listserv Software, and server space. This listserv is available to study abroad professionals, in the U.S. and overseas, for the purposes of discussing and sharing personal viewpoints on international education and study abroad with other professionals, and includes the sharing of available study abroad programs, employment opportunities, internship

programs, etc. (SECUSS-L, 2013). Table 1 provides a breakdown of subscribers by country as of April 7, 2014 (A. Neisberg, personal communication, April 7, 2014).

Table 1

Total Number of Users Subscribed to the SECUSS-L Listserv

Country	Subscribers
Argentina	1
Australia	49
Austria	1
Burundi	2
Cambodia	1
Canada	33
Chile	1
China	1
Colombia	4
Costa Rica	1
Cyprus	1
Czech Republic	7
Denmark	4
Ecuador	4
Finland	1
France	22
Germany	28
Greece	2
Hungary	3
Iceland	1
India	3
Ireland	6
Israel	5
Italy	18
Japan	10
Libya	1
Mexico	2
Morocco	1
Netherlands	7
New Zealand	1
Norway	2
Peru	1

Table 1

Total Number of Users Subscribed to the SECUSS-L Listserv (continued)

Country	Subscribers
Poland	1
Portugal	5
Singapore	1
South Africa	1
Spain	18
Taiwan	1
United Arab Emirates	1
United Kingdom	139
United States	8,139
Unknown	6
Total	8,536

Survey Instrument

Data was gathered using an online survey instrument that contained open and closed-ended survey questions which form a profile of the study abroad professionals who responded to the survey. The open-ended questions asked study abroad professionals their opinion on the qualifications of and definition of a study abroad professional. An adapted version of Hett's Global-Mindedness Scale (1993) was used in determining the global-mindedness of the study abroad professional. In Hett's Global-Mindedness Scale, global-mindedness was measured through the five dimensions of responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness.

All open and closed-ended questions were combined and presented in one survey. The survey allowed participants to skip any questions they did not feel comfortable answering. Hett's survey instrument has been utilized in previous research including

studies by Gillan (1995), Ballou (1996), Bates (1997), Zong (1999), Walton (2002), Kehl (2005), Golay (2006), Kirkwood-Tucker et al. (2011), and Hersey (2012) and was discussed in chapter 1. As Hett (1993) was successful used by previous researches who were looking at global-mindedness, world-mindedness, and international education and Hett (1993) had both validity and reliability it was utilized by this researcher.

Study Abroad Characteristics/Profile and Qualification Survey Questions

The survey began with what is being called the study abroad characteristics/profile questions. There were 13 questions in this section. Those questions included: Country of birth, languages other than English that are spoken or read fluently, highest degree attained, gender, undergraduate major, graduate major, whether or not travel outside of the United States took place, whether or not they participated in a study abroad program and if so where, current professional position held, ethnicity/race/gender, the location of their institution, and the number of students sent abroad in the 2012-2013 academic year (fall 2012, spring 2013, and summer 2013). Those questions can be found in Appendix A. It should be pointed out, that the question, languages other than English that are spoken or read fluently is entangled. A person may be able to speak fluently, but not write fluently or vice versa. Presenting them separately may have resulted in a different result for fluency.

The next part of the survey included six open-ended questions. For the purposes of this research, those open-ended questions were labeled the qualification survey questions. The word qualification is used to refer to the qualitative questions, which were used to come up with a study abroad profile for study abroad professionals. Research participants were asked to define a study abroad professional, give their opinion as to

what the study abroad professionals educational background should be, their skills required, professional experiences, whether ethnicity or race was an influencing factor, and whether there were any other criteria that should be considered when defining a study abroad professional. The qualification questions are listed in Appendix B.

Hett global-mindedness scale. Hett's Global-Mindedness Scale was developed by Jane E. Hett. It is a 30-question survey that uses a five-point Likert-type scale (1=strongly disagree, 2=disagree, 3=unsure, 4=agree, and 5=strongly agree). Scores for Hett's Global-Mindedness Scale range from 30 – 150. The sum of those scores indicates the degree of global-mindedness, the higher the score the higher the level of global-mindedness the individual has (Hett, 1993). In this study the Likert-type scale was adapted from five-points to four-points, giving this researcher's Global-Mindedness Scale a range from 30 – 120. The Likert-type scale was changed to force choice among participants. Each question is assigned to one of Hett's five theoretical dimensions (responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness) with several questions being scored in reverse (4, 5, 9, 10, 16, 21, 25, 27, and 29) (Hett, 1993).

Hett's five theoretical dimensions are defined as:

(1) **Responsibility:** A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.

(2) **Cultural Pluralism:** An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

(3) **Efficacy:** A belief that an individual's actions can make a difference and that

involvement in national and international issues is important.

(4) **Globalcentrism:** Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards.

(5) **Interconnectedness:** An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family" (Hett, 1993, p. 143).

The five dimensions supporting Hett's definition of global-mindedness emphasize concern for people in different parts of the world, awareness and empathy for other cultures, and global thinking (Hett, 1993). The Global-Mindedness Scale is valid and reliable as Hett used it in her research with a reliability of .90, while the five dimensions had a reliability scale that spanned from .65 - .80 (Hett, 1993; Kehl & Morris, 2008). Validity was established through the Content Validity Index, which was found to be .88 for the overall survey instrument (Hett 1993; as cited in Hersey, 2012, p. 16).

For this research Hett's Global-Mindedness Scale was adapted. To adapt the instrument 19 characteristic/profile and opinion questions were added in front of the Hett instrument, and question 15 of the original Global-Mindedness Scale by Hett (1993) was reworded. Originally question 15 said, "It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations" (Hett, 1993, p. 194). Question 15 was changed so that the word 'is' read 'was' and the word 'can' read 'could.' The final version of question 15 said, "It was very important to me to choose a career in which I could have a positive effect on the quality of life for future generations" (Hett, 1993). It was necessary to reword question 15 because it did not fit

the targeted participants, study abroad professionals who had already chosen a career, as such Hett's Global-Mindedness Scale is referred to as the adapted Global-Mindedness Scale and can be viewed in Appendix C.

According to Hersey, "The Global-Mindedness Scale was intended to provide measurements of affective behaviors, attitudes and values related to the development of global-mindedness" (2012, p. 51). Hett (1993) used the Global-Mindedness Scale to assess the global-mindedness of students. This study used Hett's instrument for a purpose other than what it was originally intended for, reliability was verified and the validity found by Hett was accepted as valid for use with the study abroad professional. Reliability was evaluated using Cronbach's alpha.

Job Announcements

Job announcements were collected from emails sent through the SECUSS-L listserv to this researchers' university email account (I am a subscriber to SECUSS-L) from June 16, 2014 to September 30, 2014. Announcement emails were saved in a folder called job announcements. The emails were saved in their original form by dragging and dropping them into the folder. The information from the emails were entered Excel using the following headings: Educational background, required skills, and professional experience. Data from those three headings will be compared to the data from the equivalent open-ended questions listed below.

1. In your opinion, what education background should a "study abroad professional" have?
2. In your opinion, what are the required skills of a "study abroad professional"?

3. In your opinion, what professional experiences should a “study abroad professional” have?

Data Collection

Data for this study were collected using SNAP Survey Software. The SNAP Survey Software was used to create the survey, collect the data, organize the data, and export the data to SPSS. This software was chosen by the researcher because it allowed for the seamless design of the survey, its distribution, collection of data, and exporting of data.

Data Analysis

Quantitative. Data were analyzed using the Statistical Package for the Social Sciences (SPSS), version 22. Research question one included statistical analysis of the data collected including descriptive statistics, including the frequency and valid percent. Valid percent was used with all three questions and was selected so that only those who responded to the questions were included in the results. The five subscales (cultural pluralism, efficacy, globalcentrism, interconnectedness, and responsibility) of the GMS were examined using Analysis of Variance (ANOVA) with an alpha of .05 to compare multiple variables. Homogeneity of variance was tested using Levene’s test. The ANOVA looked for differences between survey participants on the various variables. When a significant effect was found a post hoc test was done to see which group was higher. Eta squared was used to calculate effect sizes.

Research question two included descriptive statistics which include the frequency and valid percent, and compared the five subscales (cultural pluralism, efficacy, globalcentrism, interconnectedness, and responsibility) of the GMS utilizing independent

t-tests and Analysis of Variance (ANOVA) with an alpha of .05 to compare multiple variables, and Levene's test for making sure homogeneity was not violated. As in research question one, the ANOVA looked for differences between survey participants on the various variables with a p value below .05 indicating differences in attitudes from one group to another. A high p value from Levene meant that the variance in each group was homogeneous to the other groups. When a significant effect was found a post hoc test was done to see which group was higher. Eta squared was used to calculate effect sizes.

Research question three includes descriptive statistics which include frequency and valid percent. The five subscales (cultural pluralism, efficacy, globalcentrism, interconnectedness, and responsibility) of the GMS were examined using Analysis of Variance (ANOVA) with an alpha of .05 to compare multiple variables and used Levene's test to make sure homogeneity was not violated. Differences between survey participants on the various variables were examined for a p value below .05 which indicates a difference in attitudes from one group to another. A high p value for Levene indicated that the variance in each group was homogeneous to the other groups. When a significant effect was found a post hoc test was done to see which group was higher. Eta squared was used to calculate effect sizes. For t-tests Cohen's d was used for calculating the effect size.

Questions one, two, and three had some questions that allowed for short answers. To aid in analysis they were coded so that the data could be analyzed with SPSS. The following questions were coded and interpreted so that the data could be more meaningful: What country were you born in, what languages other than English do you speak or read fluently, what was your undergraduate major, what was your graduate

major, where have you traveled outside of the United States, what professional position do you currently hold, what location is your institution in, how many students did you send abroad in 2012-2013? The way these questions were interpreted did not change their meaning; they were simply thought of from a different perspective so that the coding made more sense. Any questions that were interpreted are noted in Table 2. For the question, what country were you born in, answers were simplified by placing them into continents. In the question, what languages other than English do you speak or read fluently I used yes/no responses. If the participant spoke or read fluently at least one non-English language they were coded as yes and any participant that did not speak or read fluently at least one non-English language were coded as no. For the question, what was your undergraduate major and what was your graduate major, answers were coded into distinct areas of study. All undergraduate majors were recognized as falling into one of six areas of study, Arts and Letters, Business, Design and Social Inquiry, Education, Engineering and Computer Science, and Science. All graduate majors were recognized as falling into one of seven areas of study and included the category not applicable for those that did not have a graduate degree. The seven areas of study included Arts and Letters, Business, Design and Social Inquiry, Education, Engineering and Computer Science, Science, and Law. The question, where have you traveled outside of the United States is organized by the number of countries the participant had traveled to. Responses were grouped as 0-10, 11-20, and 21 or more. The code multiple was used for those that mentioned multiple countries or those that mentioned continents instead of individual countries. This was a limitation to this study as the question did not take into account that participants could come from anywhere in the world. Participants were given the

opportunity to identify their current professional position by title. The title list was coded as follows: Advisor, Assistant Dean, Associate Director, Assistant Director, Director, Coordinator, Executive Assistant, Graduate Assistant, Manager, Professor, and other (anyone that fell outside of the other codes). Another description was added to further divide the study abroad professionals' current position into one of three categories: Administrator, faculty, and staff. Participants were placed into one of the categories using the following criteria. Administrators were recognized as those likely to be making the decisions and included the Assistant Deans, Directors, Associate/Assistant Directors, and Coordinators/Administrators. The faculty were teaching at some level and included Professors, Adjunct Professors, and Instructors. Staff were seen as having a role with some to little decision-making authority taking place and included Advisors, Managers, and Graduate Assistants. The question asking participants which state their institution was in was poorly worded and is mentioned in the limitations section of Chapter 5. Participants were asked what state their institution/organization was located in, and then those states were combined into regions. The categories that emerged were primarily from the U.S. and were divided into four zones (south U.S. includes TX, OK, AR, LA, MS, AL, GA, TN, KY, WV, VA, NC, SC, FL, and Puerto Rico, Northeast U.S. includes ME, NH, MA, RI, CT, NJ, DE, MD, PA, NY, and VT, Midwest U.S. includes OH, IN, MI, IL, WI, MN, IA, MO, ND, SD, NE, and KS, the West U.S. included AK, HI, NM, CO, WY, MT, AZ, UT, ID, WA, OR, and CA) with the final category grouping all non-U.S. responses. Finally, when asked how many students were sent abroad in 2012-2013 responses were organized by number. They included: 0-99, 100-500, 501-1000, 1001-2000, 2001-3000, 3001 or more, and not sure.

Table 2

Coding for the Short Answer Demographic Questions

Original Question	Interpretation	Coding
What country were you born in?	Responses were organized into continents	North America, Europe, Asia, Africa, Australia
What language(s) other than English do you speak or read fluently?	Responses that included 1 or more non-English languages were recorded as yes and the others as no	Yes, No
What was your undergraduate major?	Responses were recognized as being in a particular college	Arts & Letters, Business, Design & Social Inquiry, Education, Engineering & Computer Science, Science
What was your graduate major?	Responses were recognized as being in a particular college	Arts & Letters, Business, Design & Social Inquiry, Education, Engineering & Computer Science, Science, Law, Not Applicable
Where have you traveled outside of the United States?	Responses were recognized as the number of countries traveled to	0-10, 11-20, 21 or more
What professional position do you currently hold?	Responses were grouped together based on how the participants described their job title	Advisor, Assistant Dean, Associate/Assistant Director, Director, Coordinator/Administrator, Graduate Assistant, Manager, Professor, other (anyone that falls outside of the other codes)

Table 2

Coding for the Short Answer Demographic Questions (continued)

Original Question	Interpretation	Coding
What role does the study abroad professional have?	Responses were grouped based on level of responsibility or faculty position	Administrator, Faculty, Staff
What state is your institution in?	Given the homogeneity of the responses, responses were viewed by the U.S. region/non-U.S.	South U.S., Northeast U.S., Midwest U.S., West U.S., and non-U.S.
How many students did you send abroad in 2012-2013?	Responses were organized by number	0-99, 100-500, 501-1000, 1001-2000, 2001-3000, 3001 or more

Qualitative. There were six open-ended questions that asked participants for their definition of a study abroad professional and their opinion on what characteristics should make up a study abroad professional. Those characteristics included education, skills, experiences, ethnicity/race, and any other criteria that should be considered. Answers to the open-ended questions were recorded and coded. Coding was done based on patterns that emerged. According to Merriam (2009), categories should help answer your research questions, important data should fit into a category or subcategory, data should fit into only one category, be identifiable to anyone, and be compatible. Categories were used to help analyze the data and look for connections within it (Merriam, 2009). Those open-ended questions resulted in many responses. To simplify the process of organizing and analyzing the qualitative data it was collected and saved as Microsoft Excel 2013 and then exported to ATLAS.ti.

In addition to the open-ended questions, employment opportunities were collected from the SECUSS-L Listserv. SECUSS-L members regularly send job opportunities for their university, college, or organization to other members of the group via email. As a member of SECUSS-L I receive these announcements. Announcements were collected from April 7, 2014 through September 30, 2014. This resulted in 83 employment announcements being collected. Posted employment opportunities included such items as job title, job description, job summary, required competencies/knowledge, required skills and abilities, education background, job duties, minimum/preferred qualifications, required experience, responsibilities, etc. As one of the earliest data sets to be analyzed, these emailed announcements were entered into Excel for analysis. The headings used in Excel include type of institution (college, university, or provider), location (these were recorded based on the region they were part of), position, responsibilities/duties, experiences, education, and skills/abilities.

ATLAS.ti. Survey data collected by SNAP Survey was exported into Excel 2013 and saved before being uploaded to ATLAS.ti. ATLAS.ti was used in analyzing the qualitative data that was collected through the online survey instrument. ATLAS.ti is one type of Computer Assisted Qualitative Data Analysis Software (CAQDAS), while introduced in the 1960's it generally wasn't accepted until 20-30 years later (Mena, 2015; "Qualitative data," n.d.; Rodik & Primorac, 2015). CAQDAS has both benefits and disadvantages. The primary reason for utilizing this software tool is to save the researcher from having to do analysis manually, thus saving time and helping the researcher deal with large amounts of data quickly. Other reasons included increasing the validity and rigor of the data, helping the researcher identify complex relationships, and its flexibility

(John & Johnson, 2000; Mena, 2015; Rodik & Primorac, 2015). The main disadvantage is that researchers feel pressured to produce large amounts of data at the expense of meaning. Other disadvantages include the way data may be arranged causing the researcher to look at it differently, the way the software removes the researcher from the data, difficulty with the software, pressure by the scientific community to use the software, and the commercializing of research (John & Johnson, 2000; Mena, 2015; Rodik & Primorac, 2015).

This researcher utilized ATLAS.ti for its organizational benefits. This allowed for more accurate coding of the various questions and the tracking of the number of responses per code. Quotations were also highlighted and recorded. Further, the codes could be manipulated into charts so that connections could be seen. Although there are many tools in ATLAS.ti, this researcher stuck to the basics and kept it simple and straight forward.

For this study, a project was created in ATLAS.ti. Projects are called Hermeneutic Units (HU) (Frieze, 2015; Mena, 2015). The HU for this study was titled Study Abroad Professionals and is where all the qualitative (open-ended) data from this study were stored. The data were entered into ATLAS.ti when the Excel documents were generated from the SNAP Survey for the six open-ended questions and were uploaded. Excel was formatted so that it could import into ATLAS.ti.

ATLAS.ti took the data from the imported survey and created a primary document or p-doc for each participant. Each row of data in the survey represents all responses for one participant. Primary documents or p-docs represent the data entered for the project. It is through the primary documents that primary document families can be

set up for additional analysis. For this study I added gender, ethnicity/race, and study abroad families to see if the responses for the open-ended questions differed based on gender, ethnicity/race, and whether the professional had studied abroad. This resulted in 145 primary documents. Other data sources can be loaded into ATLAS.ti, such as photographs, video files, and audio file, but those forms of data were not used in this study (Frieze, 2015).

Next, ATLAS.ti's coding function was utilized for coding the qualitative data. Through the coding function distinct ideas and categories were identified and labeled. Many codes were generated and displayed visually by document group. The tables that were generated can be found in the results section. Data were reviewed, and conclusions drawn. In this case working definitions were established to determine the definition of a study abroad professional, their educational background, skills, professional experiences, ethnicity/race, and other criteria. These results were also compared to the job announcements for educational background, skills, and professional experiences to see if some agreement between them emerged.

CHAPTER 4: RESULTS

This study targeted study abroad professionals in the field of international education from various colleges, universities, and study abroad providers who are members of the SECUSS-L Listserv (SECUSSA Discussion List). Study abroad professionals were solicited for participation in this study by three separate email requests sent to SECUSS-L subscribers through the SECUSS-L page (2013; Listserv, n.d.). SECUSS-L subscribers represent six of the seven continents, Antarctica is not represented (A. Neisberg, personal communication, April 7, 2014). Study abroad professionals self-selected themselves for participation in this study. Although I am a member of SECUSS-L and a study abroad professional I did not take part in the survey.

Data were collected through SNAP Survey Software and analyzed using SPSS and ATLAS.ti. SECUSS-L members were asked to participate in the study through three separate online posts. These posts explained the study and its voluntary nature. If the member consented to participate in the study, they clicked on the hyperlink to the survey. The survey was available for 20 days (September 9, 2014 – October 13, 2014). The amount of time each participant took to complete the survey varied depending on the detail provided in their open-ended questions.

Chapter 4 will discuss the reliability of Hett's (1993) Global-Mindedness Scale, descriptive statistics and statistical analysis of the survey responses, qualitative analysis through ATLAS.ti for the open-ended questions, and analysis of the job announcements

that had been posted through the SECUSS-L list serve and collected.

Scale Reliability

Although there is no research on study abroad professionals, it will be argued that Hett's Global-Mindedness Scale is a valid measure for measuring the global-mindedness of study abroad professionals based on past studies conducted by Kirkwood-Tucker et al. (2011) and Hersey (2012). Hett (1993) used the Global-Mindedness Scale to assess students. This study used Hett's (1993) instrument for a purpose other than what it was originally intended for.

While doing the study, this researcher had two concerns about the reliability of the scale due to the survey adaptations that were made. First, the Likert-type scale was changed. In the original Hett (1993) survey a five-point Likert-type scale was used (Strongly disagree, disagree, no opinion, agree, and strongly agree). This study utilized a four-point Likert-type scale (Strongly disagree, disagree, agree, and strongly agree). For this study this researcher wanted to force participants to choose a response. Secondly, question 12 from Hett's (1993) survey was omitted from this study.

Cronbach's Standardized Alphas were calculated to check the reliability of each dimension. The Alphas ranged from .57 to .72. In Table 3, the reliability of each dimension was listed for Hett (1993) and Hersey (2012), and then re-calculated for this study. Cronbach's Alpha when compared with Hett (1993) showed that results of this study were lower for 3 scales: cultural pluralism, interconnectedness, and responsibility; the same for one scale, efficacy; and, higher for one scale, globalcentrism. Cronbach's Alpha when compared to Hersey (2012) showed that results were lower for two scales, cultural pluralism and responsibility; and, higher for three scales, efficacy,

globalcentrism, and interconnectedness. Hersey's (2012) research found that the results achieved were acceptable when compared to Hett's (1993) results. The results of this study were more representative of Hett's (1993) work than to Hersey's (2012). Given Hett's (1993) and Hersey's (2012) results on reliability, I have concluded that the reliability for this study is acceptable.

Table 3

Reliability of Hett (1993), Hersey (2012), and Tucker (2018)

Cronbach's Standardized Alpha				
<u>Dimension</u>	<u># of Items</u>	<u>Hett (1993)</u>	<u>Hersey (2012)</u>	<u>Tucker (2018)</u>
Cultural Pluralism	8	.75	.72	.70
Efficacy	5	.72	.66	.72
Globalcentrism	5	.65	.57	.68
Interconnectedness	5	.70	.63	.65
Responsibility*	7	.80	.70	.67

Note. There were only 6 items for the responsibility dimension used in Tucker (2018).

Response Rate

The online survey solicited responses from participants through open and closed-ended survey questions that were used to identify the profile of study abroad professionals across the five dimensions of global-mindedness among study abroad professionals. The survey was distributed to study abroad professionals from various colleges, universities, and study abroad providers through the SECUSS-L Listserv (SECUSSA Discussion List). Responses were recorded through SNAP Survey. Study participants self-selected themselves for this study. The surveys were available from September 24, 2014 through October 16, 2014, resulting in 145 responses.

The SECUSS-L Listserv (SECUSSA Discussion List) reaches 8,536 subscribers;

however, on the three days the surveys were sent to the listserv, the survey reached 7,715 subscribers on September 24, 2014, 7,733 subscribers on October 2, 2014, and 7,757 subscribers on October 13, 2014. The average number of subscribers reached through the SECUSS-L Listserv were 7,735. Based on the 145 responses received and the average number of subscribers reached there was a response rate of 3.514%. This low response rate is a product of the data collection method, which tends to be low. Factors that can influence the response rate include exchanges between the researcher and participants, demographics, a participant's prior experience with surveys, social environment, plus a variety of other difficulties and issues that can arise (Rindfuss, Choe, Tsuya, Bumpass, & Tamaki, 2015). Utilizing the total number of subscribers and the number of participants who responded, the Margin of Error (%) were calculated at 9%. The Margin of Error was then used to figure out the sample sizes that were needed. According to this calculation, 117 subscribers needed to participate in this study. That number was surpassed with 145 responses.

Descriptive Statistics

Descriptive statistics were collected and analyzed on the study participants to determine their demographic profile and to compare them across Hett's five dimensions of global-mindedness (responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness). The following demographic traits were used: Country of birth, whether or not languages other than English were spoken, highest degree attained, gender, whether or not participants traveled outside of the United States, current professional position held, professional position (administrator, faculty, and/or staff),

ethnicity/race, institutions/organizations location (state/country), and the number of students sent abroad in 2012-2013.

In this section, descriptive statistics can be found in Table 4. Valid percent were utilized in the descriptive statistics to include only those who responded to the questions. The first question asked participants, what country were you born in (Country of birth). Country responses were placed into their respective continents (North America, Europe, Asia, and Africa). It was found that most participants were born in the North America (94.2%), followed by Europe (3.6%), Africa (1.4%), and Asia (.7%). There were no one from South America, Australia, or Antarctica participating in the survey.

The second question asked participants, which languages other than English do you speak or read fluently languages(s) other than English. The number of participants that fluently spoke or read a language other than English were 58.1%; those who did not speak another language were 41.9%. Of those who spoke another language, most spoke one additional language, with Spanish being the most common language at 27.8%. There were only 10 participants who spoke two or more additional languages, which included German, Spanish, Italian, Dutch, and Hebrew.

The third question asked participants, what is the highest degree you have attained (Highest degree attained). Most participants had a master's degree (70.3%), followed by a bachelor's degree (15.9%), and then a doctoral degree (11.6%).

The fourth question asked about gender (Gender). It was found that most of study participants were female at 81.6%; male participants amounted to 18.4%.

The fifth and sixth questions asked about undergraduate and graduate major(s) (Undergraduate major(s)) (Graduate major(s)). Participants were able to list multiple

majors when they responded. The responses for both questions were too varied to give any meaningful data, so they were coded and grouped into one of six umbrella categories. The arts and letters category were composed of such responses as foreign languages, linguistics, comparative literature, anthropology, global studies, history, English, communications, journalism, multimedia studies, music, philosophy, political science, performing arts, visual arts, art history, women and gender, sexuality studies, etc. Business were composed of such responses as economics, marketing, management, finance, management information systems, hospitality management, accounting, health administration, international business and trade, entrepreneurship, MBA, etc. Design and social inquiry were composed of architecture, urban and regional planning, criminology and criminal justice, public administration, and social work. Education were composed of responses such as counselor education, curriculum, culture, and educational inquiry, educational leadership, research methodology, exceptional student education, exercise science and health promotion, elementary education, TESOL, K-12, etc. Engineering and computer science were composed of responses such as civil, environmental, geomatics, electrical, computer science, ocean, mechanical, etc. Finally, science was composed of responses such as biology, neuroscience, chemistry, biochemistry, environmental, geosciences, mathematics, physics, psychology, etc. At the undergraduate level, most participants were arts and letters majors (75.7%). The most common majors included foreign languages and international studies.

Those numbers change as the study abroad professional continues with their education and went on to graduate school. There is a shift in the number of majors coming from education and arts and letters. Education at the undergraduate level goes

from 2.5% to 39.5% at the graduate level. By the time the study abroad professional received their graduate degrees, they were shifting their interests toward higher education often focusing on international or global studies. Data also showed that arts and letters majors were still attracting a large number of professionals into their majors at 35.0%, but that percentage were down from their undergraduate numbers. The majors most often cited in arts and letters were international studies, communications, and languages. Graduate business majors made up 13.4%, design and social inquiry accounted for 1.9%, and science majors came in with 5.1%.

The seventh question asked, where have you traveled outside the United States (Number of countries traveled to outside the United States). All participants had traveled to at least one country outside the United States.

The eighth question asked, did you participate in a study abroad program. 82% of the study abroad professionals had gone abroad as students, while only 18.0% had not taken part in a study abroad program although, they had traveled abroad as independent travelers.

A follow-up question asked about the country(ies) of travel and study. After review, it was decided that this information did not matter in to the study; what mattered were whether they studied abroad. Therefore, question nine were omitted in the data analysis.

The tenth question asked, what professional position do you currently hold (Professional position). Those study abroad professionals responded with various titles ranging from Advisors, Assistant Dean, Associate/Assistant Director, Coordinator/Administrator, Director, Graduate Assistant, Manager,

Professor/Adjuncts/Instructors, and other. Of those who responded, most were Directors (30.4%), followed by Advisors (17.4%), Coordinators/Administrators (15.9%), Associate/Assistant Directors (13.0%), Managers (10.2%), Professors (4.3%), Graduate Assistant (2.9%), Assistant Dean (1.5%), and some participants (4.3%) identified with the category other. The above currently held professional positions were further grouped into the categories of administrator (60.8%), staff (30.5%), faculty (4.3%), and other (4.3%).

The eleventh question asked about diversity, including ethnicity or race. The majority of respondents selected white or Caucasian (93.5%) as their response, while the remaining answers were negligible. Hispanic or Latino, Black or African American, and Asian or Pacific Islander each made up only 1.4%.

Question twelve asked about geography of the institution (i.e., state your institution is in). The states were broken into four U.S. categories based on region and there was one non-U.S. category. U.S. categories included the South, Northeast, Midwest, and West. Their breakdown was discussed in chapter 3. Most respondents were located in the South (34.1%) and Midwest (28.3%), followed by the Northeast (17.4%), West (15.9%), and non-U.S. (4.3%).

The thirteenth question asked, how many students did you send abroad in 2012-2013 (number of students sent abroad in 2012-2013). The range of students the study abroad professionals sent abroad ranged from 0-300 students to more than 3000. Most participant's universities/colleges/providers sent between 0-300 (44.8%) students abroad in 2012-2013, followed by 301-1000 (25.6%), 1001-2000 (16.0%), and then 2001 or more (13.6%). The percentage of students going abroad does not take into consideration

the size of the institution. As the number of students at each university and college is not known a per capita view is not possible.

Table 4

*Descriptive Statistics for Study Abroad Professionals**

Variable	Frequency	%
Country of birth ($n = 139$)	131	94.2
North America	5	3.6
Europe	1	.7
Asia	2	1.4
Africa		
Language(s) other than English spoken/read fluently ($n = 124$)		
Yes	72	58.1
No	52	41.9
Highest Degree attained ($n = 138$)		
Bachelor degree	22	15.9
Master degree	97	70.3
Ph.D.	16	11.6
Other	2	1.4
Gender ($n = 136$)		
Female	111	81.6
Male	25	18.4
Undergraduate major(s) ($n = 202$)		
Arts & Letters	153	75.7
Business	18	8.9
Design & Social Inquiry	4	2.0
Education	5	2.5
Engineering & Computer Science	0	0
Science	22	10.9
Graduate major(s) ($n = 157$)		
Arts & Letters	55	35.0
Business	21	13.4
Design & Social Inquiry	3	1.9
Education	62	39.5
Engineering & Computer Science	0	0
Law	1	.6
Science	8	5.1
Not Applicable	7	4.5

Table 4

Descriptive Statistics for Study Abroad Professionals (continued)*

Variable	Frequency	%
Number of countries traveled to outside the United States ($n = 115$)		
0-10	42	36.5
11-20	54	47.0
21 or more	19	16.5
Participate in a study abroad program ($n = 139$)		
Yes	114	82.0
No	25	18.0
Professional position ($n = 138$)		
Advisor	24	17.4
Assistant Dean	2	1.5
Associate/Assistant Director	18	13.0
Coordinator/Administrator	22	15.9
Director	42	30.4
Graduate Assistant	4	2.9
Manager	14	10.2
Professor/Adjuncts/Instructors	6	4.3
Other	6	4.3
What role does the study abroad professional have ($n = 138$)		
Administrator	84	60.9
Faculty	6	4.3
Staff	42	30.4
Other	6	4.3
Ethnicity or race ($n = 139$)		
White or Caucasian	130	93.5
Hispanic or Latino	2	1.4
Black or African American	2	1.4
Native American or American Indian	0	0
Asian or Pacific Islander	2	1.4
Other	3	2.2
State your institution is in ($n = 138$)		
South U.S.	47	34.1
Northeast U.S.	24	17.4
Midwest U.S.	39	28.3
West U.S.	22	15.9
Non-U.S.	6	4.3

Table 4

Descriptive Statistics for Study Abroad Professionals (continued)*

Variable	Frequency	%
Number of students sent abroad in 2012-2013 ($n = 125$)		
0-300	56	44.8
301-1000	32	25.6
1001-2000	20	16.0
2001 or more	17	13.6

*Note. Valid percent was utilized to include only those who responded to the questions.

Hypotheses Testing

This research study focused on three research questions and their 12 corresponding null hypotheses. The first research questions tested to see if there were any meaningful relationships between three descriptive characteristics (academic role, location of institution and professional position) and the five dimensions of global-mindedness (efficacy, responsibility cultural pluralism, globalcentrism, and interconnectedness) (Hett, 1993). For the first null hypothesis, Table 5 shows that there were significant differences across the three groups for efficacy, but no significant differences for responsibility, cultural pluralism, globalcentrism, and interconnectedness among academic roles. Means, Standard Deviation and ANOVA results are reported. A post hoc Tukey HSD test showed that staff were significantly higher than faculty ($p < .05$) on this scale, but the difference between administrators and faculty and administrators and staff were not significant. Eta squared for the efficacy resulted in a small effect size (.05). The null hypothesis for efficacy was rejected.

For the second null hypothesis, there are no differences in the five dimensions of global-mindedness among the study abroad professionals and the location of their

institution/organization. Table 6 shows there are no significant differences across the regions for efficacy, responsibility, cultural pluralism, globalcentrism, and interconnectedness. The means are not significantly different across regions. Data indicates that a study abroad professional's location does not relate to any of the five dimensions for global-mindedness.

Table 5

Means and Standard Deviations by Academic Role and ANOVA Results

Dimension	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Source</i>	<i>MS</i>	<i>F</i>	<i>df</i>	<i>p</i>
Efficacy (<i>n</i> = 132)								.047
Administrator	73	8.96	2.21	Between	15.15	3.12	2	
Faculty	8	7.25	1.67	Within	4.80		129	
Staff	51	9.33	2.25	Total			131	
Responsibility (<i>n</i> = 131)								.159
Administrator	72	11.38	2.66	Between	12.34	1.87	2	
Faculty	8	9.63	2.20	Within	6.61		128	
Staff	51	11.49	2.49	Total			130	
Cultural Pluralism (<i>n</i> = 130)								.588
Administrator	72	10.82	2.17	Between	2.59	.53	2	
Faculty	6	10.33	1.51	Within	4.87		127	
Staff	52	11.14	2.31	Total			129	
Globalcentrism (<i>n</i> = 131)								.247
Administrator	73	9.15	2.18	Between	6.39	1.41	2	
Faculty	8	8.00	2.20	Within	4.52		128	
Staff	50	9.36	2.03	Total			130	
Interconnectedness (<i>n</i> = 132)								.862
Administrator	72	8.46	2.18	Between	.76	.15	2	
Faculty	8	8.13	2.75	Within	5.14		129	
Staff	52	8.58	2.31	Total			131	

Note. Professional titles were grouped into professional roles of administrator, faculty, or staff.

Table 6

Means and Standard Deviations by Region your Institution is Located in and ANOVA Results

Dimension	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Source</i>	<i>MS</i>	<i>F</i>	<i>df</i>	<i>p</i>
Efficacy (<i>n</i> = 133)				Between	7.32	.413	4	.208
				Within	4.91		128	
				Total			132	
South (USA)	45	9.62	2.27					
Northeast (USA)	23	8.65	2.12					
Midwest (USA)	37	8.84	2.13					
West (USA)	21	8.62	2.46					
Non-USA	7	8.14	1.68					
Responsibility (<i>n</i> = 132)				Between	2.968	.934	4	.777
				Within	6.702		127	
				Total			131	
South (USA)	44	11.66	2.54					
Northeast (USA)	23	11.09	2.50					
Midwest (USA)	37	11.24	2.35					
West (USA)	21	11.05	3.22					
Non-USA	7	10.57	2.23					
Cultural Pluralism (<i>n</i> = 131)				Between	10.439	1.422	4	.069
				Within	4.666		126	
				Total			130	
South (USA)	45	11.62	2.45					
Northeast (USA)	23	10.57	1.78					
Midwest (USA)	37	10.54	1.95					
West (USA)	20	10.20	2.40					
Non-USA	6	11.33	1.21					
Globalcentrism (<i>n</i> = 132)				Between	6.161	.723	4	.243
				Within	4.448		127	
				Total			131	
South (USA)	44	9.68	2.31					
Northeast (USA)	23	9.13	2.01					
Midwest (USA)	37	8.95	2.03					
West (USA)	21	8.57	1.94					
Non-USA	7	8.43	1.99					
Interconnectedness (<i>n</i> = 133)				Between	4.238	.597	4	.514
				Within	5.157		128	
				Total			132	
South (USA)	44	8.86	2.39					
Northeast (USA)	24	8.00	1.84					
Midwest (USA)	37	8.57	2.15					
West (USA)	21	8.05	2.71					
Non-USA	7	8.14	1.95					

Note. The states given by the study abroad professionals were grouped into U.S. regions (South, Northeast, Midwest, and West) and non-USA.

For the third null hypothesis, there was a significant difference across the groups based on their current professional position (Advisor, Assistant Dean, Associate/Assistant Director, Director, Coordinator/Administrator, Graduate Assistant, Manager, Professor, other) on efficacy, but no significant differences for responsibility, cultural pluralism, globalcentrism, and interconnectedness. Means, Standard Deviation and ANOVA results are in Table 7. There we see that the mean is significantly different among professional positions for efficacy. A post hoc Tukey HSD test showed that professors were significantly higher than “other” ($p<.05$) on this scale, but the differences between all other current professional positions held were not significant. Table 7 shows that eta squared for the efficacy of the professor and “other” resulted in a large effect size (.14). The null hypothesis for efficacy was rejected.

Table 7

Means and Standard Deviations for Current Professional Position Held and ANOVA Results

Dimension	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Source</i>	<i>MS</i>	<i>F</i>	<i>df</i>	<i>p</i>
Efficacy ($n=132$)				Between	11.17	2.44	8	.017
				Within	4.58		124	
				Total			132	
Advisor	23	9.21	1.59					
Assistant Dean	2	10.00	2.83					
Associate/Assistant Director	17	9.24	1.86					
Director	37	9.16	2.44					
Coordinator/Administrator	19	8.42	1.89					
Graduate Assistant	2	7.50	2.12					
Manager	14	8.29	1.77					
Professor	7	7.00	1.63					
Other	11	10.91	3.24					
Responsibility ($n=132$)				Between	6.41	.96	8	.469
				Within	6.66		123	
				Total			131	
Advisor	23	11.57	2.48					
Assistant Dean	2	13.50	3.54					
Associate/Assistant Director	16	11.94	3.21					

Table 7

Means and Standard Deviations for Current Professional Position Held and ANOVA Results (continued)

Dimension	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Source</i>	<i>MS</i>	<i>F</i>	<i>df</i>	<i>p</i>
Coordinator/Administrator	20	10.60	2.35					
Director	37	11.32	2.42					
Graduate Assistant	3	10.00	1.73					
Manager	14	11.50	2.25					
Professor	6	9.67	2.58					
Other	11	11.73	3.10					
Cultural Pluralism (<i>n</i> =131)				Between	4.67	.97	8	.465
				Within	4.83		122	
				Total			130	
Advisor	23	11.09	2.37					
Assistant Dean	2	12.50	3.54					
Associate/Assistant Director	16	10.75	2.02					
Coordinator/Administrator	20	10.00	1.70					
Director	37	11.30	2.26					
Graduate Assistant	3	11.67	1.53					
Manager	14	10.57	1.65					
Professor	4	10.00	1.41					
Other	12	11.55	3.21					
Globalcentrism (<i>n</i> =132)				Between	5.10	1.12	8	.352
				Within	4.49		123	
				Total			131	
Advisor	21	8.57	1.47					
Assistant Dean	2	11.00	4.24					
Associate/Assistant Director	17	9.12	1.69					
Coordinator/Administrator	20	8.79	1.62					
Director	37	9.35	2.54					
Graduate Assistant	3	9.67	1.53					
Manager	14	9.43	2.41					
Professor	6	8.14	2.34					
Other	12	10.18	2.32					
Interconnectedness (<i>n</i> =133)				Between	6.41	1.29	8	.254
				Within	4.97		124	
				Total			132	
Advisor	23	8.35	2.04					
Assistant Dean	2	9.50	.71					
Associate/Assistant Director	16	8.75	2.02					
Coordinator/Administrator	20	7.68	2.38					

Table 7

Means and Standard Deviations for Current Professional Position Held and ANOVA Results (continued)

Dimension	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Source</i>	<i>MS</i>	<i>F</i>	<i>df</i>	<i>p</i>
Director	37	8.78	2.16					
Graduate Assistant	3	8.00	1.73					
Manager	14	7.79	1.97					
Professor	6	7.86	2.85					
Other	12	10.00	2.86					

Note. Study abroad professional's titles were grouped into the categories of Advisor, Assistant Dean, Associate/Assistant Director, Coordinator/Administrator, Director, Graduate Assistant, Manager, Professor, and other.

The second research question asked, "What are the associations between individual characteristics and the five dimensions of global-mindedness among study abroad professionals?" This research question includes the fourth through eleventh null hypotheses. The fourth null hypothesis: There is no relationship between the global-mindedness score of study abroad professionals and their country of birth. Responses indicated that country of birth other than for North America were too few to justify an inferential comparison. Therefore, it is not possible to test the null hypothesis.

The fifth null hypothesis regarding languages spoken found no differences in the five dimensions of global-mindedness among the language(s) other than English spoken and/or or read fluently. Means, standard deviation, and t-test results are in Table 8.

Table 8

Means and Standard Deviations for Languages other than English Spoken or Read Fluently and T-test Results

Dimension	<i>N</i>	YES			NO		<i>df</i>	<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>			
Efficacy	119	8.80	2.02		9.12	2.53	109	-.311	.756
Responsibility	118	11.38	2.70		10.94	2.40	109	.857	.393
Cultural Pluralism	117	10.75	2.05		10.76	2.19	109	.170	.865
Globalcentrism	118	8.87	1.95		9.38	2.43	109	-.919	.360
Interconnectedness	119	8.33	2.09		8.44	2.47	109	.712	.478

Table 8

Means and Standard Deviations for Languages other than English Spoken or Read Fluently and T-test Results (continued)

Note. Participants speaking 1 or more non-English languages were coded as yes and participants who did not speak any languages other than English were coded as no.

The sixth null hypothesis found no differences in the five dimensions of global-mindedness among the study abroad professional's highest degree attained. Table 9 shows that there are no significant differences for efficacy, responsibility, cultural pluralism, globalcentrism, and interconnectedness. Means, Standard Deviation and ANOVA results are in Table 9. The data indicates that a study abroad professional's highest degree attained does not relate to any of the dimensions for global-mindedness.

Table 9

Means and Standard Deviations by Highest Degree Attained and ANOVA Results

Dimension	BA		MA		PhD		MS	F	df	p
	M	SD	M	SD	M	SD				
Efficacy (n = 130)	9.23	2.67	8.92	2.07	8.71	2.46	1.29	.26	2	.771
Responsibility (n = 129)	11.29	1.93	11.18	2.60	11.57	3.23	.96	.14	2	.866
Cultural Pluralism (n = 128)	10.59	2.20	10.82	2.14	11.42	2.75	2.70	.55	2	.576
Globalcentrism (n = 129)	9.91	2.68	8.90	1.90	9.36	2.56	9.05	2.02	2	.136
Interconnectedness (n = 130)	7.96	2.40	8.50	2.18	8.64	2.82	3.03	.58	2	.563

Note. Bachelors (BA), Masters (MA), Doctorate (PHD).

The seventh null hypothesis found statistical differences in the five dimensions of global-mindedness among the study abroad professional's undergraduate school major. Table 10 shows that there are significant differences across the groups for responsibility, cultural pluralism, and globalcentrism. Means, Standard Deviation and ANOVA results are in Table 10. There we see that the means are significantly different among majors. A post hoc Tukey HSD test showed that a study abroad professional's undergraduate major in Arts and Letters and Science were significantly higher ($p < .05$) on the Hett scale, but the difference between Arts and Letters and Business and Business and Science were not

significant. Eta squared for responsibility, cultural pluralism, and globalcentrism resulted in medium effect sizes (.07, .10, and .09).

The eighth null hypothesis found no differences in the five dimensions of global-mindedness among graduate school majors of the study abroad professional (Arts and Letters, Business, Education, and Science). Table 11 shows that there are no significant differences across the groups for efficacy, responsibility, cultural pluralism, globalcentrism, and interconnectedness. Means, Standard Deviations and ANOVA results are in Table 11.

Table 10

Means and Standard Deviations by Undergraduate Major and ANOVA Results

Dimension	AL		BU		SC		MS	F	df	p
	M	SD	M	SD	M	SD				
Efficacy (n = 129)	8.81	2.13	9.27	2.53	9.57	1.99	7.37	1.51	4	.202
Responsibility (n = 128)	10.95	2.50	12.09	1.97	13.00	3.06	16.05	2.55	4	.042
Cultural Pluralism (n = 126)	0.60	1.96	10.55	2.38	12.79	2.42	17.01	3.84	4	.006
Globalcentrism (n = 127)	8.81	2.01	9.64	2.38	10.43	1.45	14.39	3.44	4	.010
Interconnectedness (n = 128)	8.28	2.26	8.73	2.28	8.86	2.00	6.91	1.37	4	.248

Note. Majors were grouped by colleges (AL = Arts & Letter, BU = Business, SC = Science).

Table 11

Means and Standard Deviations by Graduate Major and ANOVA Results

Dimension	AL		BU		ED		SC		MS	F	df	p
	M	SD	M	SD	M	SD	M	SD				
Efficacy (n = 117)	8.85	2.16	8.63	2.31	9.02	1.88	9.50	2.81	1.43	.32	3	.809
Responsibility (n = 117)	11.61	3.01	10.68	2.87	11.33	2.22	10.83	2.65	4.17	.59	3	.626
Cultural Pluralism (n = 115)	11.00	2.23	10.47	2.17	10.82	2.11	12.00	3.10	3.81	.78	3	.510
Globalcentrism (n = 117)	8.55	2.23	9.32	2.08	9.14	1.68	10.00	2.37	5.64	1.44	3	.236
Interconnectedness (n = 117)	8.73	2.24	7.50	2.07	8.65	2.30	7.67	1.75	8.45	1.71	3	.169

Note. Majors: AL=Arts & Letter, BU=Business, ED=Education, and SC= Science.

The ninth null hypothesis found a significant difference for one of the five dimensions of Global-mindedness and travel outside the United States (0-10, 11-20, and

21 or more countries). Table 12 shows that there are significant differences among participants who traveled outside of the United States and cultural pluralism ($p = .023$). Data indicates that cultural pluralism is influenced by the number of countries that are traveled to by study abroad professionals. Means, Standard Deviation and ANOVA results are in Table 12. A post hoc Tukey HSD test showed that the number of countries travelled to outside of the United States by study abroad professionals were significantly different for professionals who had travelled to 0-10 and 11-20 countries. There was no significant difference between those study abroad professionals who travelled to more than 21 countries. Eta squared for cultural pluralism resulted in a medium affect size (.07). The null hypothesis for cultural pluralism were rejected.

The tenth null hypothesis: There is no relationship between the global-mindedness score and the study abroad professional's ethnicity/race. Responses indicated that ethnicity/race other than for white or Caucasian were too few to justify an inferential comparison. Therefore, it is not possible to test the null hypothesis.

Table 12

Means and Standard Deviations for Travel Outside of the United States (# of countries) and ANOVA Results

Dimension	0-10		11-20		21 or more		MS	F	df	p
	M	SD	M	SD	M	SD				
Efficacy ($n = 113$)	9.45	2.41	8.74	2.03	8.21	1.90	11.25	2.43	2	.093
Responsibility ($n = 112$)	11.48	2.71	10.96	2.70	11.39	2.35	3.34	.48	2	.623
Cultural Pluralism ($n = 112$)	11.58	2.45	10.41	2.01	10.33	1.81	18.13	3.91	2	.023
Globalcentrism ($n = 112$)	9.30	2.37	8.83	1.75	9.47	2.17	4.05	.96	2	.388
Interconnectedness ($n = 112$)	8.80	2.38	8.09	2.27	8.26	2.33	5.82	1.08	2	.343

Note. 0-10, 11-20, and 21 or more represents the number of countries traveled to by the study abroad professionals.

The eleventh null hypothesis found statistical differences on three of the five dimensions of global-mindedness and whether [or not] the study abroad professionals

studied abroad. Table 13 shows that there are significant differences across the groups for efficacy, cultural pluralism, and globalcentrism. Means, Standard Deviation and t-test results are in Table 13. Cohen's d resulted in a medium effect size for efficacy (.51), cultural pluralism (.63), and globalcentrism (.67). Therefore, the null hypothesis for efficacy, cultural pluralism, and globalcentrism were rejected.

Table 13

Means and Standard Deviations for Participation in a Study Abroad Program and T-test Results

Dimension	YES		NO		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Efficacy (<i>n</i> = 134)	8.79	2.04	10.05	2.82	-2.46	132	.015
Responsibility (<i>n</i> = 133)	1.14	2.60	12.18	2.26	-1.76	131	.081
Cultural Pluralism (<i>n</i> = 132)	10.65	2.00	12.14	2.70	-3.00	130	.003
Globalcentrism (<i>n</i> = 133)	8.88	1.89	10.43	2.69	-3.31	131	.001
Interconnectedness (<i>n</i> = 134)	8.34	2.19	8.96	2.59	-1.19	132	.237

Note. Participants who studied abroad were coded as yes and participants who did not study abroad were coded as no.

The third research question asked, “What is the association between the study abroad professionals’ global-mindedness score and the number of students that were sent or accompanied abroad in 2012-2013 (fall 2012, spring 2013, and summer 2013)?” This research question includes the twelfth null hypotheses.

The twelfth null hypothesis found no differences between the global-mindedness score of study abroad professionals and the number of students that they sent or accompanied abroad in 2012-2013 (fall 2012, spring 2013, and summer 2013). Table 14 shows that there are no significant differences across the groups for efficacy, responsibility, cultural pluralism, globalcentrism, and interconnectedness. Means, Standard Deviation and ANOVA results are in Table 14.

Table 14

Means and Standard Deviation by Number of Students and ANOVA Results

Dimension	0-300		01-1000		1001-2000		2001+		MS	F	df	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Efficacy (<i>n</i> = 121)	8.89	1.82	9.25	2.34	9.70	2.00	8.88	3.33	3.70	.73	3	.536
Responsibility (<i>n</i> = 119)	11.57	2.71	11.34	2.28	11.45	2.28	11.13	2.75	.91	.14	3	.936
Cultural Pluralism (<i>n</i> = 119)	11.18	2.12	10.38	1.70	11.80	2.48	10.31	2.92	11.38	2.34	3	.077
Globalcentrism (<i>n</i> = 119)	9.39	2.22	9.00	1.98	9.55	1.91	8.94	2.25	2.13	.48	3	.699
Interconnectedness (<i>n</i> = 120)	8.20	2.20	8.16	2.08	9.20	2.46	9.53	2.53	12.03	2.35	3	.076

Note. 0-300, 301-1000, 1001-2000, and 2001 or more represents the number of students sent or accompanied abroad.

Summary

The quantitative data revealed that the role a study abroad professional has, the title of their current position, their undergraduate major, whether or not they studied abroad, and whether they traveled outside the United States is significant for global-mindedness for some of Hett's (1993) five dimensions. Both the role and current position a study abroad professional is significant for efficacy, which demonstrates that an individual's actions in national and international issues can make a difference (Hett, 1993). A study abroad professionals undergraduate major is significant for responsibility (demonstrates a concern for people of the world), cultural pluralism (demonstrates an appreciation for diversity of the worlds cultures), and globalcentrism (demonstrates thinking beyond nationalism) (Hett, 1993). Whether a study abroad professional has traveled outside the United States was significant for cultural pluralism, which demonstrates an appreciation for the diversity of cultures (Hett, 1993). Finally, study abroad professionals who studied abroad were significant for efficacy (demonstrates an individual's actions in national and international issues), cultural pluralism (demonstrates

an appreciation for the diversity of cultures), and globalcentrism (demonstrates thinking beyond nationalism) (Hett, 1993).

Study abroad professionals did not have significance for any of Hett's (1993) five dimensions of global-mindedness for the location the institution or organization is in, whether languages other than English is spoken or read fluently, the highest degree attained, the graduate major, and the number of students that studied abroad in 2012-2013. The study abroad professional's country of birth and ethnicity/race did not allow for an inferential comparison.

Qualitative Data

This survey included six qualitative questions allowing participants to share their opinions on what makes a "study abroad professional." Again, the open-ended questions included: How would you define a "study abroad professional," what educational background should a "study abroad professional" have, what are the required skills of a "study abroad professional," what professional experiences should a "study abroad professional" have, does ethnicity or race influence how a "study abroad professional" approaches study abroad, and are there any other criteria that a "study abroad professional" should meet or have? The qualitative data will be presented as six separate questions, but ultimately will come together to form one definition of a study abroad professional in Chapter 5.

In this chapter, the results to each open-ended question were reviewed to see if any terms or ideas repeatedly came up. Data took the form of one-word responses or short statements. Codes were identified, and families were grouped together. The number of responses given for each item can be found in parentheses behind each code. As a

reminder, codes are used to give meaning to the data (Frieese, 2015) and families are the grouping of codes into conceptual units of data (Woof, 2007).

Question one: In your opinion, how would you define a “study abroad professional?” There were 128 participants who responded to this open-ended question. Many responses were quite detailed regarding their view of how a study abroad professional should be defines. One participant said, “Study abroad professionals typically "wear many hats" and have a variety of skills because of the far-reaching responsibilities of the position. They share a passion for and are committed to expanding access to international experiences and intercultural awareness” (Survey Response).

Another said:

A full-time professional dedicated to facilitating education abroad programs (study, internship, volunteer, service-learning, etc.) for the purposes of developing student learning and fulfilling the mission of the international organization of which they are a part. Experience in intercultural and cross-cultural development as well as higher education administration must exist to a certain degree and be ongoing areas of development with learned knowledge infused into the profession to appropriate degrees. (Survey Response)

While a third said:

A study abroad professional is someone whose work involves facilitating in some capacity a foreign study experience(s) [usually defined as completing for-credit academic coursework in a country different from one's own] for students at any level of education, though most typically post-secondary level. He or she may facilitate this study experience in many ways, from identifying study

opportunities and communicating them to students (advising), to program management and coordination, to curriculum development, to creating international agreements between educational institutions at higher levels, to preparing students for their experience and helping them access various opportunities. (Survey Response)

All responses were coded and reviewed for duplicate meaning resulting in 47 unique responses organized into four families: role of administrator, role of advisor, individual personal traits, and professional qualifications for being a study abroad professional.

Figure 1 illustrates the relationship of the four families to the “study abroad professional.”

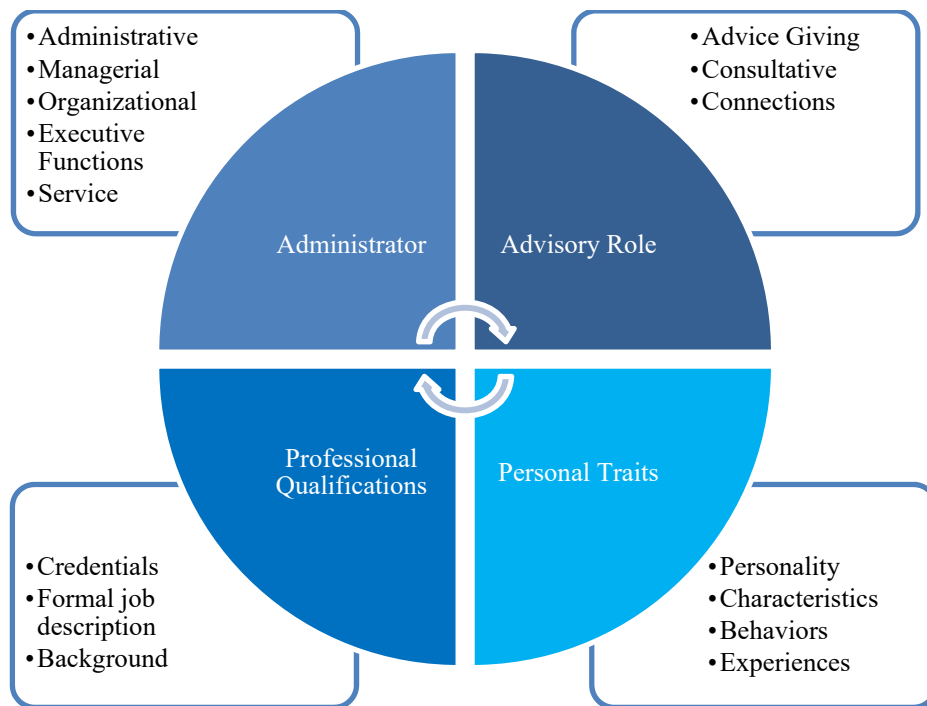


Figure 1. The institutional and individual characteristics of the “study abroad professional”.

The administrator family can be defined as those items having an administrative, managerial, organizational, or executive function. Fundamentally, this describes what services a study abroad office offers or role(s)/functions it performs. The administrative family includes the following codes: Creates and manages programs outside their home country (10), administers study abroad (8), for credit experience (8), marketing (4), and supports campus initiatives (4).

The advising family resulted in 10 codes. The advising family includes those responses that were coded as being advisory, consultative, or advice giving. These interactions are taking place between the students and the study abroad professionals, and the interactions that are taking place between the study abroad professionals and other individuals on or off-campus. The advising family includes the following codes: Advises students on study abroad options (33), sends and receives students from overseas and domestically (there are domestic programs that are housed under study abroad at universities and colleges) (25), works with inbound and outbound students from start to finish (24), encourages students to step outside their comfort zone (4), helps students through cultural programming (3), interprets cultural differences (3), knows how to prepare students to go abroad (3), works with different individuals across campus and off campus (3), and sends students overseas to become globally minded citizens (3).

The personal traits family resulted in 10 codes. The responses were coded as being naturally found in or representative of a study abroad professional. These codes can be seen as describing the study abroad professional's personality, characteristics, behaviors, or experiences. The personal traits family includes advocate for learning abroad (7), shares best practices (5), understands the benefits and risks of study abroad

(5), is passionate about cultures (4), has traveled outside their home country (4), wears many hats (4), has engaged in study abroad as a student or faculty member (3), is open-minded (3), passionate about expanding international experiences (3), and has a variety of skills (3).

The professional qualifications family resulted in five codes. The professional qualifications family contains those responses that were coded as being a recommended credential or formal description of the study abroad position. The professional qualification family includes someone works in education abroad (41), full-time (5), actively engages in their own educational development (4), has training in international studies or cross-cultural education (4), and is at a university, college, community college, program provider, or high school (4).

Question 2: In your opinion, what education background should a “study abroad professional” have? There were 126 participants who responded to this open-ended question. Responses varied, for example, one participant said, “Depends on the level of the position, at least a bachelor’s degree for entry level positions so they are above the academic background of the college students they work with” (Survey Response).

Another said:

At least a BA, preferably an MA or more. The subject studied for these degrees does not matter as long as the professional learns a) the needs and demands of higher education and b) as much about travel, study, and living abroad as possible. (Survey Response)

A third participant said:

Depends on the level of the professional. Coordinators or advisors should have a bachelor's degree. Supervisors and managers should have a master's degree. I understand the merits of having a PhD at the Dean/Director level but don't think it is necessary with adequate professional experience. (Survey Response)

The responses were coded and reviewed for duplicate meanings and were organized into four families: degrees, majors, experiences, and job/professional skills/duties. Figure 2 illustrates the relationship of the four families to the “study abroad professionals” educational background.

The degree family resulted in five codes being placed under its heading.

Participants approached this question from different perspectives, either looking at the degree as specific degree area such as a MA in education or an advanced degree in social work, or they responded in more broad terms by simply stating the degree (BA, BS, MA, or Ph.D.). Responses also indicated that experience and the study abroad professionals' position would influence the degree required. The degree family includes the following codes: MA/MS (50), BA/BS (45), any college/university/advanced degree (14), depends on position (7), and Ph.D. (4). Responses for college/university/advanced degree, BA/BS,

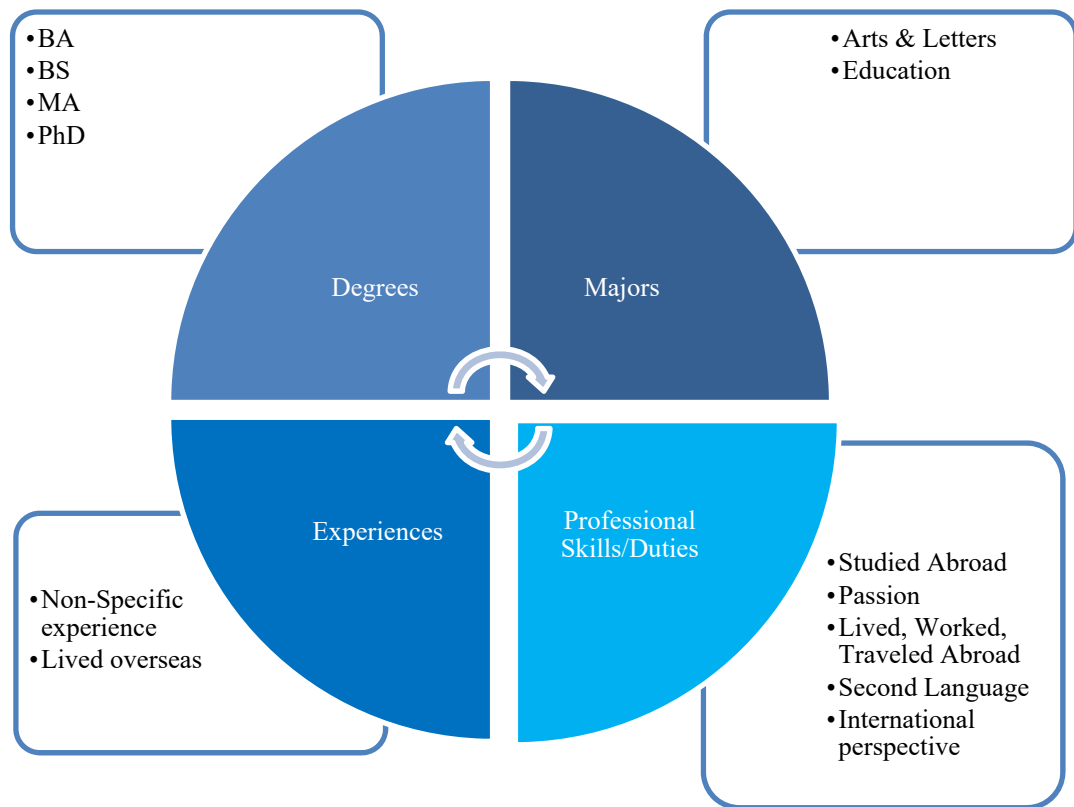


Figure 2. The education background of a “study abroad professional”.

and MA/MS were sometimes given a specific area of study. For the college/university/advanced degree, there were those that suggested the study abroad professional felt a specific area of study were important (8) and others simply wanted the professional to have such a degree (4). Many stated that a study abroad professional should just have a BA/BS in general (41); only a small number felt that the degree should come from a specific area (4). As the degree preference became more advanced for participants, the number of participants wanting a major in a particular field increased. For the MA/MS code, the number represented both those that suggested that a study abroad professional should have a degree in general (32) and those that were specific

about which areas those degrees came from (18).

The major family resulted in 7 codes and came from two areas, arts and letters and education. Education being the most popular major. The major family includes the following codes: Education (42), international studies (8), doesn't matter (6), languages (5), area studies (i.e. history, sociology, political science, and languages) (4), counseling (3), international relations (3), and social science (3). The experience family resulted in 2 codes being placed under its heading. Participants recommended several types of educational experiences that a "study abroad professional" should have. The experience family includes the following codes: Experience (non-specific) (10) and has lived overseas (7).

The job/professional skills/duties family resulted in 10 codes as follows: Has studied abroad (25), passion for international education (14), has lived overseas (10), has worked abroad (9), varies (7), has traveled abroad (4), knowledge of languages (4), cultural competency (3), intercultural training (3), and an interest in learning about the world (3). Responses were varied, but a few skills/duties were repeated. Participants wanted study abroad professionals to have had some international skill resulting from having lived, studied, or worked abroad, as well as a passion for the field.

Question 3: What are the required skills of a "study abroad professional?" There were 124 participants who responded to this open-ended question. Responses varied in depth. For example, one participant said, "Study abroad professionals must be mission-driven, enthusiastic, organized, outgoing, earnest, detail-oriented, adept at public speaking, skilled at budgeting, a strong writer, empathetic, and diplomatic" (Survey Response).

Another said:

The skills needed to be a “study abroad professional” depend on the role they have, are multiple and varied. These skills may include intercultural competence, the ability to speak several languages, the ability to work, communicate, and negotiate successfully with people from multicultural backgrounds and various countries, the ability to interpret data and/or carry out relevant research, the ability to reach out to and advise students, and advocate for resources for study abroad opportunities. (Survey Response)

While a third participant said:

Study abroad professionals should speak another language fluently or have extensive experience with a second language. They should also be tech savvy and understand the structures and design of databases like StudioAbroad. They should be comfortable with public speaking and be receptive and tactful in private conversation. They should be self-starting and be willing to push the envelope of their campus’ status quo. (Survey Response)

After reviewing the responses, 109 codes were created. Comparable codes were grouped together, and three different families were established: personal traits, job qualifications, experiences and training, and international experience/understanding. Figure 3 illustrates the relationship between the “study abroad professional” and required skills. Personal traits contain words that describe or are representative of the study abroad professional’s personality. Under this family we see that a study abroad professional is organized (32), flexible (20), patience (19), open-minded (17), empathetic (15), detail oriented (14), creative (11), multi-tasker (10), problem solver (8), analytic (7), curious (5), diplomatic

(5), enthusiastic (5), compassionate (3), time management (5), critical thinking (5), collaborative (5), and worldly (3).

Family two is the job qualifications, experiences, and training, and contains those responses that were coded as being a recommended or required credentials, describing the study abroad position, a job/occupational experience, or training that has taken place or should take place. These codes included: Good communication skills (41), advising (academic/study abroad) (35), foreign language skills (21), international skills (13), experience/willingness to work with students (12), public speaking (10), computer and software ability (10), administrative skills (10), management skills (9), works well in diversity (9), risk management (9), passionate about international education (9), work well with other foreign and domestic professionals (9), counselling skills (7), a good listener (hears what students are saying) (7), can work under ambiguous situations (6), marketing (5), interested in student learning (4), teamwork skills (4), ability to work with administration (4), customer service (4), leadership skills (3), understands higher education systems (3), understand social media (3), crisis management (3), understand willingness to be a lifelong learner (3).

Family three is the international experiences/understanding that a study abroad professional has. The international experiences/understating family contains those responses that were coded as being part of the study abroad professional's experiences whether they be personal or professional, and the professionals understanding of the world around them. These codes included: Cultural sensitivity (18), intercultural competence (17), has lived abroad/studied/worked abroad (9), cross-cultural understanding (8), understands or has knowledge of world affairs (8), intercultural

communication (7), a passion for diversity/cultures (7), cross-cultural communication (5), experience overseas (university, country, culture, language, etc.) (3), well-traveled (3), respect for other cultures (3), traveling experience (work or pleasure) (3), and understands other cultures (3).

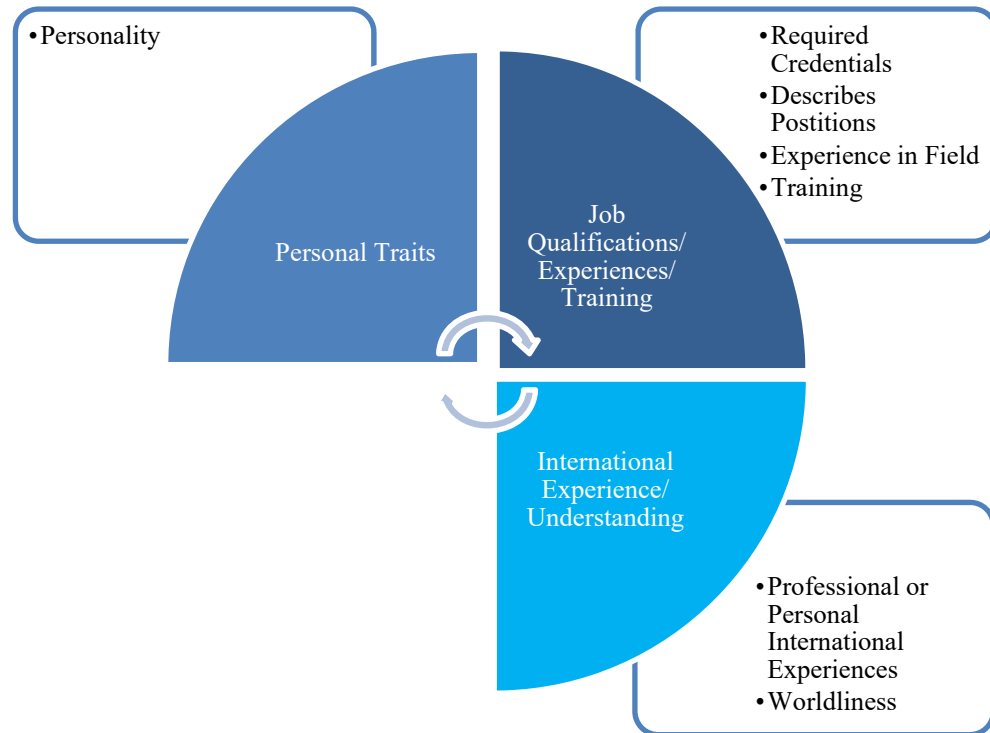


Figure 3. What are the required skills of a “study abroad professional”?

Question 4: In your opinion, what professional experiences should a “study abroad professional” have? There were 126 responses to this open-ended question. Responses were diverse. For example, one participant said:

Study abroad professionals are probably most effective when they are themselves “global,” i.e. they have lived and/or studied abroad, speak more than one or two

languages, are connected with global information systems and media, and are active in study abroad professional organizations. (Survey Response)

Another participant said, “Adequate training in institutional policies, travel experience when possible, and exposure to the application of student development theory” (Survey Response). Still another participant said:

It depends on the position. For an entry level position, candidates should ideally have international experience such as a study abroad, work, volunteer, teach abroad. For more advanced positions, a study abroad professional should have this same experience as above, and also have experience working in higher education, in particular with students, or with a study abroad program. Having multiple perspectives through working onsite, at a university in the US and with a program provider is idea. (Survey Response)

Based on the data four families emerged: Advising, personal traits, job qualifications/experiences/training, and administration. Figure 4 illustrates the relationship between the “study abroad professional” and professional experiences.

The administrative family includes 7 codes. The administrative family consists of those items having a directorial, managerial, organizational, decision-making, or executive function. Fundamentally, this describes what services an office offers or role(s) it performs in its day-to-day operations. Again, these services will vary by institution. The administrative family includes the following codes: Coordinates/manages study abroad programs (12), marketing (7), any experience can provide good background (5), site visits (5), program/student development (4), ability to manage complex tasks/projects (3), and leadership (3).

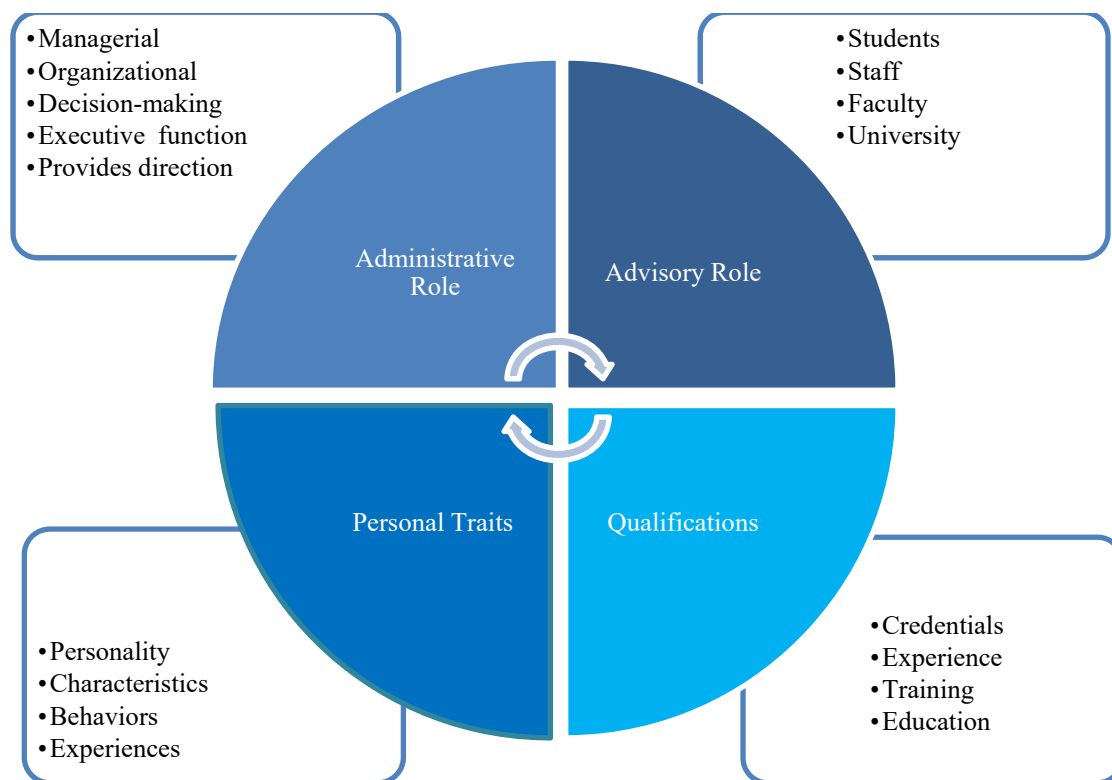


Figure 4. What professional experiences should a “study abroad professional” have?

The Advising family includes two codes. The advising family refers to the items that result in advice being given to students, staff, and faculty regarding study abroad and international education. Codes for the advising family include ability to work with advising skills (14) and different students and backgrounds (10).

The personal traits family includes 12 codes. These codes were coded as being naturally found in or representative of a study abroad professional. These codes are describing the study abroad professional’s personality, characteristics, behaviors, or experiences. The codes for the personal traits family include: Participated as study abroad student (33), have lived abroad (26), participated in work abroad (22), extensive travel (18), professional development (17), experience/travel abroad (16), participated as an

intern/service learning abroad (9), experience with other cultures (7), good communicator/public speaking (7), crisis/risk management (6), participated as a volunteer abroad (6), and worldly (3).

The job qualifications/experiences/training family resulted in 11 codes. The job qualifications/experiences/training family contains those responses that were coded as being a recommended or required credential, describing the study abroad position, job/occupational experience, or training that has taken place or should take place. The job qualifications/experiences/training family includes the following codes: Work/experience in higher education (15), experience working with students (12), speak more than one language (9), teaching experiences (8), experience in study abroad or international student services (7), specialized training in cross-cultural education field (5), experience working with faculty (4), training (4), understands budgets (4), experience working with administration (3), and training in student affairs issues (3).

Question 5: Does ethnicity or race influence how a “study abroad professional” approaches study abroad? There were a number of participants that did not see ethnicity/race as having an impact on the study abroad professional, but many others did with little agreement as to how ethnicity/race impacts the study abroad professional or the field of international education for that matter. For example, one participant said:

I don't think it is so much a race or ethnicity issue as much as it is life-experiences that drive how study abroad is approached. So, I suppose if someone's life experience is driven by race or ethnicity, then the approach to study abroad would be affected by those descriptors. (Survey Response)

Another said, “Yes. Race, ethnicity, class, etc. affects the way that people operate, because every person has a history and a culture that they grew up in. This naturally affects how people approach their career and life in general” (Survey Response). Of the 127 responses, 62 said yes it does impact the study abroad professional, 28 said no it doesn’t impact the study abroad professional, 21 said that it might impact the study abroad professional, and five said it shouldn’t make a difference. Responses varied greatly and included a number of participants introducing new concepts to the concept of ethnicity/race, such as socioeconomics (includes education) and culture (includes religion). This question proved to be the most challenging to code as there is so little agreement among professionals as to the impact of ethnicity/race on the study abroad professional. After reviewing the responses, 88 codes were created. Comparable codes were grouped together, and five different families were established. Based on the data the five families that emerged include: Socioeconomic status, culture, personal background/experience, perspective, and unconscious act. Figure 5 illustrates the relationship between the “study abroad professional” and ethnicity or race.

Socioeconomic status is being used as the American Psychological Association (APA) defines it. Socioeconomic status is “Is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation” (American Psychological Association, n.d.). There were seven codes that emerged under this family, but none are significant and as a group they do not add additional information on “socioeconomic status.”

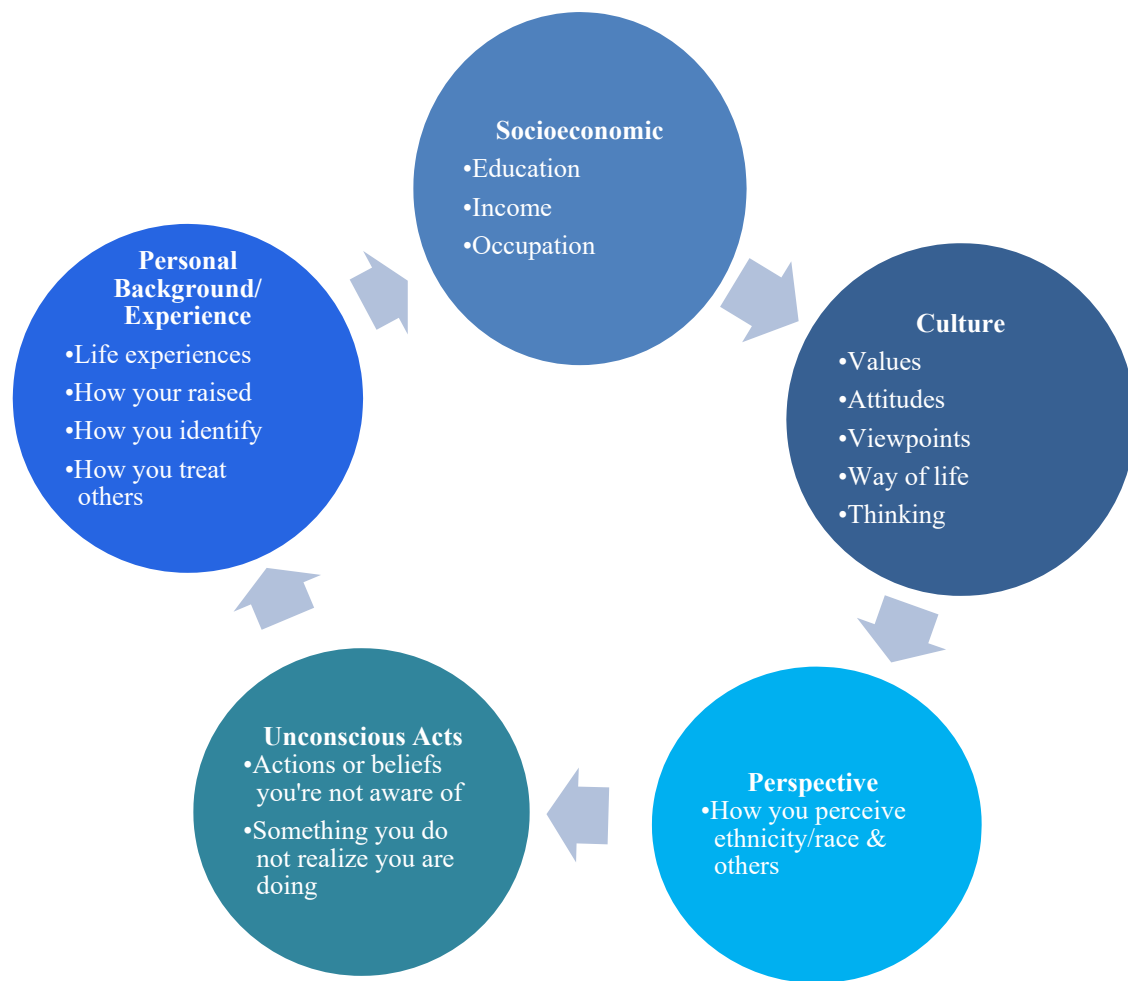


Figure 5. Does ethnicity or race influence how a “study abroad professional” approaches study abroad?

The culture family refers to how the study abroad professional’s values, attitudes, viewpoints, way of life, or thinking affects how they respond to ethnicity/race. There are 15 codes included under this family, but none are significant and as a group they do not add additional information on “culture.”

Personal background or experience is a category that looks at an individual’s life experiences, how they were raised, how they identify with ethnicity/race, and how they treat others. There are 29 codes included under this family, but none are significant and

as a group they do not add additional information on “personal background.”

The perspective family is how you perceive ethnicity/race for yourself and others. None of the 29 codes are significant as a group do not give additional information on “perspective family.” Likewise, the unconscious act is seen as an action or belief that the study abroad professional is not aware of or that they did not realize they were doing. There were eight codes, but none of the codes were significant and as a group do not add additional information on “unconscious acts.”

Question 6: Are there any other criteria that a “study abroad professional” should meet or have? There were 94 responses to this open-ended question, with 21 saying that they did not have any additional criteria as a requirement for being “study abroad professional.” Therefore, there were 73 true responses. One response said, “A collaborative personality, along with knowing what you don’t know, particularly when based at a college of university” (Survey Response). Another participant said:

I think that as our field grows, it is important for professionals to have a commitment to growing the field in terms of capacity for students but also quality of programming. We should seek to understand how our growth may have impacts domestically and abroad. (Survey Response)

A third said:

Globally-minded, believes in the positive change that studying overseas can bring for the student and the person s/he encounters, but also able to deal with issues/crisis as they arise, and to try to have the forethought and experience to create student support services/training/orientations that help prevent crisis before they arise. (Survey Response)

Based on the data the following families emerged: Personal traits, international experience/knowledge/understanding, professional qualifications, and attitude. Figure 6 illustrates the relationship between the “study abroad professional” and other criteria.

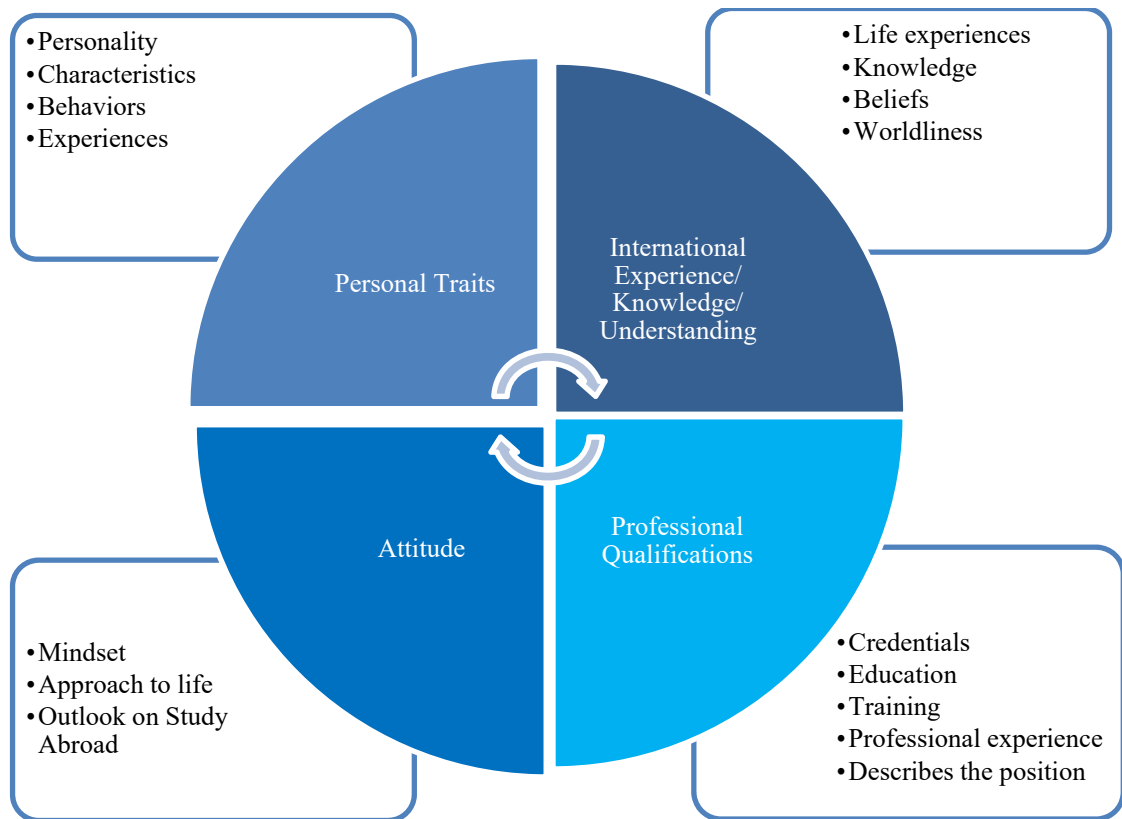


Figure 6. Other criteria that a “study abroad professional” should meet or have?

The personal traits family resulted in 24 codes. The personal traits family includes those responses that were coded as being naturally found in or representative of a study abroad professional. These codes are describing the study abroad professional’s personality, characteristics, behaviors, or experiences. The personal traits family includes the following codes: Passionate (5), empathetic (4), open-minded (4), detail oriented (3), and compassionate (3). The international experience/knowledge/understanding family

resulted in 18 codes. The international experience/knowledge/understanding family includes those responses that were coded as being part of a study abroad professional's life experiences, knowledge, beliefs, and understanding of the world. These codes are describing the study abroad professional's personality, characteristics, behaviors, or experiences. The international experience/knowledge/understanding family includes the following codes: Has studied abroad (7), has experience abroad (non-specific) (5), and has a passion for travel (3).

The professional qualifications family resulted in 36 codes. The professional qualifications family contains those responses that were coded as being a recommended credential, described the study abroad position, professional experience, education, or training. The professional qualifications family includes the following codes: Desire to work with students (4), work well with others (4), depends on position (3), professional development (3), and can relate to students (3).

The attitude family resulted in 22 codes. The attitude family includes those responses that were coded, as being part of a study abroad professional's mindset, approach to life, or outlook about study abroad. The attitude family includes the following codes: Believe studying abroad can create change (4) and study abroad is a way to broaden student's worldviews (3).

In summary, the open-ended questions yielded a mix of responses with varied levels of consistency. Study abroad professionals defined study abroad professionals as administrators and advisors with certain personal traits and professional qualifications. Administrators are able to create, manage, market, and administer credit bearing programs that support campus initiatives. A study abroad professional as advisor works

with incoming and outgoing students by helping students to step outside of their comfort zone and see the benefits of study abroad, while preparing them for cultural differences through programming that utilizes on and off-campus resources with the end result being students who are globally-minded citizens. Study abroad professionals have a variety of skills and wear many hats but tend to display certain personal traits that allow them to be open-minded, communicate best practices, advocate for their students, and passionately share their own international experiences. Study abroad professionals work full-time in higher education and keep up with study abroad trends and best practices, while taking part in training and continuing education pertaining to international or cross-cultural studies.

Study abroad professionals see educational needs as a combination of degree held, major area of study, experiences, and job/professional skills/duties. A college degree is needed to work in the study abroad field. A master's degree in education is preferred, but a bachelor's degree is also acceptable by some professionals. Some professionals put equal importance on experience (it wasn't clear if this were international experience, such as living abroad or job-related experience). Study abroad professionals would like a professional to have studied abroad as it gives them the necessary tools to understand study abroad students concerns. Having lived, worked, studied, and traveled abroad is an important factor.

Study abroad professionals see required skills as being a combination of personal traits, job qualifications, experiences and training, and international experience/understanding. Study Abroad professionals have personal traits that help them juggle many tasks in a flexible, creative, and open-minded way. They handle what comes

their way with compassion, passion, and empathy and possess the analytic skills to solve problems in a timely and diplomatic manner. Study abroad professionals are patient, enthusiastic, organized, collaborative, and worldly. Their job qualifications, experiences, and training require good communication skills, a need to understand the higher education system and its students and have the necessary administrative skills to run and lead their offices. Although there was a preference for professionals to have foreign language skills, it isn't as necessary as the professional's ability to manage risk and crises' and advise students. One needs to be able to provide customer service to their students, faculty and staff and sometimes act as counsellor. The study abroad professionals international experiences/understanding incorporates intercultural competence, cultural sensitivity and understanding. As well as knowledge of world affairs, international trends and conditions. The professional needs the necessary skills not only to work and educate students, faculty, staff, and parents but also need to be able to think outside of the box.

Study abroad professionals expect a professional to have certain experiences. They should have advising experience, possess certain personal traits that are advantageous in the field, have the necessary job qualifications/experiences/training, and understand how to execute administrative responsibilities. A study abroad professional will be able to effectively advise students, faculty, and staff on international matters and realize that people come from different backgrounds and life experiences and what works for one individual may not work for another. Professionals will need to make impromptu adjustments to their advising methods to make sure there is mutual understanding taking place. The study abroad professional's personality and personal experiences feed into the

professional's ability to do their job well. The most beneficial trait a professional can have is having studied abroad, but the professional also benefits from having lived, traveled, worked, volunteered, or interned abroad too. Additionally, the professional needs to keep up on best practices and know how to communicate and implement those changes effectively. The job qualifications/experience/training study abroad professionals value includes experience in higher education or international education and working with students, faculty, and administrators. Experience is not enough however, a study abroad professional still needs to keep up on current trends and best practices. Some wanted the professional to speak more than one language, but in this researcher's opinion it isn't necessary. A study abroad professional's administrative responsibilities will vary across institutions but will involve some sort of understanding of the day-to-day operations that are necessary in keeping a study abroad office running smoothly. Professionals will be able to coordinate, manage, and market all aspects of study abroad programs and provide leadership to the institution, faculty, and staff.

Study abroad professionals were asked if ethnicity or race influences how a study abroad professional approaches study abroad. More than half of the participants thought ethnicity or race were an influencing factor in how professionals approached study abroad. Responses were loosely grouped into socioeconomic status, culture, personal background/experience, perspective, and unconscious act. Within those groups there were no significant responses. Therefore, ethnicity or race does not influence the study abroad professionals' approach to study abroad.

The final question asked the study abroad professionals if there were other criteria that a professional should have or need to be in the field. Fifty-percent of participants

responded and proposed other criteria. Their criteria were grouped into personal traits, international experience/knowledge/understanding, professional qualifications, and attitude no new criteria were mentioned. These responses were not significant and had been mentioned previously under other questions. Therefore, other criteria do not influence the study abroad professionals' approach to study abroad.

Job Announcements

To help triangulate the above qualitative data, job announcements were collected over approximately a three-month period. Emails were reviewed, recorded, and analyzed for educational background requirements, required/preferred skills, and professional experiences. There were 83 emails in all. Nine of them were deleted as they did not fit the parameters of the study. Leaving 74 emails in the study. It needs to be noted that the number of responses is greater than 74 as job announcements are composed of multiple criteria. Results were compared to the responses for three open ended questions. The job announcements that were collected were reviewed for three pieces of information that were referred to as educational background, required skills/abilities, and professional experience.

For educational background, the job announcements were like the answers that were given to the question, in your opinion, what educational background should a "study abroad professional" have, in that a post-secondary degree were required. Responses showed that a master's degree (50) were mentioned more often than the bachelor's degree (45), this is the opposite of what we're being asked for in the job announcements. I believe that this difference reflects the difference between what may be required or needed from a Human Resource perspective verse what the study abroad professional

sees as required or needed for a study abroad professional to perform their job properly.

In those cases where a field of study were mentioned, international education, international studies, global studies, intercultural communications/communications, international relations, cultural anthropology, English, marketing, biology, public policy, global economics, NGO management, or a related field. It is clear from the job announcements that having a background in anything with an international perspective is important. The open-ended responses were more varied, but the major most often mentioned were education. Again, there is a difference between what is being asked for in the job announcements and what the study abroad professional is mentioning. This may be because the study abroad professional may see the importance of having a global perspective or understanding as being beneficial.

The job announcements listed abilities and skills that the university or program provider were looking for in an applicant. These abilities and skills can be viewed as hard or soft skills. Hard skills are teachable, they included software (Prezi, Publisher, Adobe, Microsoft Office, Microsoft Suite, Studio Abroad, Terra Dotta) (60), proficiency/knowledge of a second language (29), computer skills (26), data management system (15), travel (13), social media (12), customer service (12), NAFSA/professional development (10), web design (9), and has a driver's license (4). Soft skills are less concrete as they refer to personality traits and interpersonal skills that contributes to how a person interacts with others. Soft skills include being organized (36), has written communication skills (34), oral communication skills (33), multi-tasking (23), detail oriented (21), can work independently (19), communication skills (18), presentation skills (16), interpersonal skills (15), cultural sensitivity (13), flexibility (12), problem solving

(11), enthusiastic (10), initiative (8), time management (8), can prioritize (8), has decision making abilities (6), intercultural competence (5), confidentiality (5), approachable/engaging/relatable (5), can handle a fast paced environment (4), diplomatic (3), and has creativity (3).

The final criteria that were reviewed in the job announcements were the professional experience. Professional experience included experiences that were gained on the job as well as life experiences. On the job experience is the knowledge, understanding, or training that the applicant needs for a position. While, life experiences include experiences that an applicant learns as part of living their lives and interacting with the world around them. After careful review, the following were categorized as job experiences: One to six years' experience in the field (41), advising (33), managerial (31), work with faculty/students/administration/parents (30), collaborative working (29), marketing (25), all aspects of study abroad (25), international/study abroad (18), supervisory/leadership (15), working with study abroad program representatives (12), event planning (12), budgets (11), higher education (10), recruitment (9), collecting/organizing/interpreting data (9), understanding of policy (8), emergency management/health and safety (7), program development (6), grasp of best practices/trends (6), immigration (6), oversee complex website (5), research (3), and works with underrepresented students (3). These were the items categorized as life experiences: Studied abroad (36), work abroad (21), lived abroad (21), working with people of different cultural backgrounds (16), traveled abroad (9), intercultural experience (7), university experience (7), internationally competent (5), and volunteering (3).

In summary, the job announcements were analyzed and compared to three of the open-ended questions that corresponded to educational background, required skills/abilities, and professional experience. All job announcements listed a post-secondary degree as required, but the results were opposite the open-ended questions where study abroad professionals stated a master's degree were preferred over the bachelor's degree. In the job announcements the bachelor's degree were the minimum required. This difference may reflect what is needed from a human resource perspective, but not necessarily reflect the type of degree that is preferred by those hiring the study abroad professional. What is required and what is preferred is not the same thing. If one applicant has a bachelor's degree and another a master's degree, the applicant with master's degree should be selected based on the open-ended responses. When a field of study were mentioned in the job announcements they tended to reference any major that had an international perspective, such as international education, international studies, global studies, international relations, etc. While, the responses provided by study abroad professionals tended to lean towards education, at least at the master's level which were the preferred qualification. In this researcher's opinion it doesn't matter so much what major a study abroad professional has given the wide-ranging occupational expectations. While having an education background or international studies background helps with some aspects of the study abroad professionals' job it doesn't prepare a professional for creating and managing budgets or marketing programs. It seems what truly matters is that the candidate has a post-secondary degree from any major.

Job announcements list a variety of abilities and skills as being desirable. As mentioned those abilities and skills could be broken into hard (teachable) or soft

(personality/interpersonal traits) skills. The hard skills most often listed in job announcements were technology related. Much of what the work study abroad professionals do involve technology, whether it is working with special study abroad software, reaching out to students through social media, or keeping records up to date, accurate, and available at a moment's notice. A professional's knowledge is in constant flux as the world and field changes often, therefore continued professional development and belonging to professional organizations that offer training is important. Many job announcements did state a second language is preferred, but very few made it a requirement for the job. This was mentioned earlier that speaking a second language were not necessary. As so few U.S. students are fluent in a second language, universities tend to look for study abroad partner that offer programming in English. If the study abroad program has English options, then the international office has personnel overseeing those programs and they would speak English so that they could communicate with incoming students. While it is nice to be able to communicate in the foreign language it is not necessary. As professional in the field I can communicate with all partners in English. The soft skills that were requested were different than those found in the open-ended questions, but this were to be expected given those working in the profession would have a specific expectation given their own experiences working in the field. Job announcements stressed the need for good communication skills, a detail oriented multi-tasker with organizational and problem-solving skills that can work independently, is approachable and relatable, and has intercultural competence. Given the amount of time a study abroad professional spends with their students, the professional needs to have a warm personality. Study abroad is not a requirement for most students, so students need

to want to work with the professional and feel comfortable with them. Speaking from experience it is typical to work with students on average of 6 months for short programs and upwards of 18 months for longer programs.

The final criteria that were reviewed in the job announcements were the professional experience. These are the on the job experiences and life experiences. About half of all job descriptions wanted an applicant to have one to six years' experience in the field. In the open-ended questions study abroad professionals did not stress a set number of years but did want the professional to have experience in advising, managing, and marketing. Job announcements agreed with those professional experiences found in the open-ended questions. Further, job announcements wanted an applicant to be able to work with various populations, handle emergencies and understand policy, and have higher education experience. The life experiences add another dimension to the study abroad professional. Almost all job announcements wanted the applicant to have studied, worked, lived, or traveled abroad. This is an important part of being a study abroad professional. How can a professional begin to understand what a study abroad student is about to undertake and the various stages they will go through on their journey if they themselves have never gone abroad in at least some capacity? The international experience is necessary to allow the study abroad professional to gain those intercultural experiences. In this instance the job announcements were mostly representative of what study abroad professionals look for in other professionals. But, job descriptions are in part reflective of human resource descriptions of institutional job titles or descriptions and are not necessarily reflective of what is needed to do a job or meet the needs for performing a job.

In chapter 5, the quantitative and qualitative data will be discussed in more detail, research questions answered, recommendations for future research will be made, and conclusions drawn.

CHAPTER 5: DISCUSSION OF FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

This study explored and measured the multi-dimensional construct of global-mindedness as it applies to what has been termed the “study abroad professional.” Defining the term study abroad professional is needed to add legitimacy to a profession or field that currently lacks a recognizable definition. As a reminder, I am writing from the perspective of a study abroad professional who has been and still is working in the field of international education. As such I will transition from the third person to the first person going forward and refer to the study’s participants as study abroad professionals.

After reviewing the data, quantitative and qualitative, an empirically-based working definition has emerged. Initially, the definition of study abroad professional sought to capture how a study abroad professional is perceived by others working in the field based on their demographic characteristics, the positions in colleges and universities, and their job functions. Each of these descriptors were tested against Hett’s dimensions of global-mindedness.

At the same time, the field of study abroad continues to evolve to become its own distinct profession. It is no longer a matter of an untrained but helpful staff member with little preparation sending a student abroad. The profession is now just as important to meet a university/college/providers’ mission and goals, making sure that students understand and are prepared for a healthy and safe study abroad experience by ensuring that programs remain on budget and that new programs are created and packaged in a

way that is attractive to both students and their parents. As an integral part of their education, the study abroad professional needs to ensure that study abroad students remain on track for graduation and that their courses taken abroad apply towards degree requirements. The goal can be seen as one where the professional is seen as helping the university retain their students and helping them to reach graduation in a timely manner, while supporting them through process for traveling abroad from start to finish.

Utilizing the open and closed ended question responses, a working definition has emerged as follows: A study abroad professional is a globally-minded administrator or advisor with previous international experiences, professional and personal traits that help them to relate to, communicate with, and support students, faculty, and staff, and possesses an understanding of higher education. As such, they can promote a safe study abroad environment that meets the needs of diverse student populations.

In the following pages, I present a discussion of the study's findings related to demographics, descriptive statistics and global-mindedness qualities.

Discussion of Findings

The research findings were both quantitative and qualitative; quantitative findings focused on demographics. Again, limitations for this study included the Listserv sample and on-line survey. Although I believe respondents did not exaggerate their knowledge of languages and travel experiences, using an online survey did not allow for probing of responses. Further, it is unknown whether or not different results would have been achieved if another cultural competency instrument was used instead of Hett's (1993) Global-Mindedness Scale. Given that my quantitative data did not yield much in the way of significance, using another instrument should be considered. It would however be best

if there was an instrument that was specifically tailored for use with study abroad. Therefore, further research may well be the development of an instrument for study abroad.

Four themes emerged. Theme one focuses on characteristics that lend themselves to defining the term study abroad professionals. Theme two focuses on the individual characteristics and their association with Hett's five dimensions of global-mindedness. Qualitative data were then used to support the various research questions whose answers become a working definition for a study abroad professional. Theme three focuses on study abroad. Finally, theme four focuses on evolving job announcements.

Based on my study, research question three, what is the association between the study abroad professionals' global-mindedness score and the number of students that were sent or accompanied abroad in 2012-2013 (fall 2012, spring 2013, and summer 2013), may not be relevant to the study without further research. As it was presented in this study it did not add to the research and failed to yield any significant results.

Theme one: Descriptive characteristics of the term study abroad professional. The study abroad professional's role whether as an administrator, faculty member, or staff member resulted in statistical significance on one dimension, efficacy. This is not surprising as one might expect a study abroad professional to be interested in international issues and how those issues relate on a national level and to their curriculum. Professional positions were easily sorted by roles and titles, which varied, across universities, colleges, and program providers. In retrospect the individual positions themselves did not add substance to the definition, but rather highlighted the different working titles of those taking part in the study. As such, the titles varied from Directors,

Study Abroad Advisors, Coordinators/Administrator, and Associate/Assistant Directors, making up 72.3% of those responding. It can be said that these professionals hold administrative or staff positions. Faculty members were less likely to be in the role of study abroad professional. Further faculty scored lower for efficacy than the administrators and staff. This is likely due to their other responsibilities and obligations for the university. An individual that relates to efficacy sees her/himself as being central to the function of the organization and with the capacity for change. In today's world, efficacy is essential to this position.

Theme two: Individual characteristics through Hett's five dimensions of global-mindedness. By creating a demographic profile, what emerges is a picture of what a study abroad professional disposition generally looks like. The quantitative data revealed that there were no significant relationships between Hett's (1993) five dimensions of global-mindedness and study abroad professionals with respect to the following: country of birth, speaking more than one language, the highest degree attained, the graduate major, ethnicity/race, gender, or the number of students they sent abroad each year. Yet, the descriptive statistics present a very clear picture demographically. That is, participants were born in the U.S. (94.2%), were white (93.5%) and female (81.6%). Surprisingly, the data showed that the number of participants who spoke or read another language other than English were 58.1%. Considering most participants were from the United States where the native language is English, such a high percentage of bilingualism were unexpected. This is especially true given that only 18% of Americans can speak a second language, while 53% of their European counterparts can speak a second language (Skorton & Altschuler, 2012). Although there

were a considerable number of professionals who spoke additional language(s), there continued to be no relationship between the global-mindedness score and the study abroad professional's language acquisition. Data further suggested that whether or not the professional spoke or read a language other than English fluently did not relate to any of the five dimensions of global-mindedness. As mentioned earlier, this question regarding whether any languages other than English are spoken or read fluently is entangled. A person may be able to speak fluently, but not write fluently or vice versa. Had this question been disentangled the result may present a different understanding of what this fluency is. It may well be that more people had fluency in speech than in writing. Even though the quantitative data did not reveal any impact across the five dimensions of global-mindedness, study abroad professionals commented in the open-ended questions that they thought the ability to speak more than one language were an important skill and foreign language were one of the most common majors mentioned at the undergraduate level. While being bilingual or multi-lingual did not relate to global-mindedness, study abroad professionals clearly desired study abroad professionals to have foreign language skills. This may be in part due to their need to communicate with international students domestically (after they arrive in the United States) and internationally (prior to their arrival in the United States), as well as their international partners. For those study abroad professionals that also lead study abroad groups fluency in a foreign language would be beneficial. In my experience having a second language is beneficial, but not necessary to perform the job.

Study abroad at universities is open to all students meeting the minimum qualifications, but still, a higher percentage of female students studied abroad than male

students. Female study abroad students tend to fall between 63.5% - 66.6%, while their male counterparts fall between the 33.4% - 36.5% range (IIE, 2017a). In this study, the number of study abroad professionals participating in the study followed the same trend as students studying abroad, but at even higher rates, with 81.6% female and 18.4% male. Why are so many study abroad professionals female? One reason often sighted has to do with college trends. University attendance is skewed towards females with more going to college than their male counterparts. For example, during the fall 2014 term, 55% of enrolled undergraduate students attending four-year institutions were female (Rocheleau, 2016). It very well may be that more females are attending college and therefore we are seeing more females in the profession. Moreover, as a working study abroad professional with children myself, part of the appeal of doing what I do is the flexibility that working for a university has given me over the years. I see the study abroad profession as being family friendly as it affords the professional time off to be with their families as needed and allows the professional to work from home when necessary. Given the data found in this study, it is possible that one reason there are more females on the job may be because more females have studied abroad themselves and value that experience. One can wonder if more males studied abroad, would that increase males in the profession.

The data indicates that study abroad professionals are highly educated, with most having at least a master's degree. There was no significance on Hett's (1993) five-dimensions of global-mindedness. Qualitative data provides insight into the preferred type of educational background a "study abroad professional" should have. Most qualitative responses indicated that a minimum of a master's or higher should be required but went further by asserting a study abroad professional's experiences were important

too. For example, “Experience living or working outside of one’s home culture. Master’s degree related to education administration, intercultural training, or counseling” (Survey Response).

Quantitative data showed significance for the study abroad professionals undergraduate major for responsibility ($p = .011$), cultural pluralism ($p = .001$), and globalcentrism ($p = .013$). Further, a comparison was done between groups. A Tukey post-hoc test showed that a study abroad professional’s major is significant for those who majored in arts and letters or business. There was no significant difference between those study abroad professionals with an arts and letters major and a business major, or those with a Science major and a Business major. Based on the data, the undergraduate majors that study abroad professionals tended to fall under were found in arts and letters. Art and letter majors tend to include majors such as languages, social sciences, political science, history, and the arts. Study abroad professionals feel a moral responsibility to make things better. Their cultural pluralism shows the professionals appreciation for diversity and their eagerness to explore other cultures and see how they fit into their world. Globalcentrism is how it all ties together from a global perspective, not a local perspective.

When asked qualitatively about their undergraduate major(s), responses varied but converged around arts and letters, including majors in foreign languages and international studies (which include international/global/cultural studies). Both of those majors are complementary towards study abroad. At the graduate level, the most important major mentioned was education. The field of international education is evolving and becoming more specialized. One participant said a study abroad professional should have a,

“Master’s degree in an education-related subject and teaching or curriculum development experience” (Survey Response). It is possible that the majors listed for the quantitative question reflect the study abroad professional’s backgrounds when they entered the field and does not necessarily represent what they currently believe study abroad professionals entering the field should have as majors.

Study abroad is tied to academics as students go abroad and bring back credits that may help them get closer to graduation. Given that graduation and retention rates are so important to colleges and universities, it would make sense that a study abroad professional have an education background, specifically higher education. Education majors benefit the study abroad profession as they have knowledge of a college or university’s goals and mission, as well as an understanding of how study abroad can help with retention and graduation is beneficial to students, faculty, administration, and staff. One just needs to review strategic plans to see how important international has become, with international referring to preparing U.S. students for a global world and also bringing in international students.

Study abroad professionals for the most part agreed that a degree above a high school diploma should be required. Most professionals expressed that a MA/MS should be the minimum requirement (40%), followed by the BA/BS as the minimum requirement (36%). Based on the qualitative data, a study abroad professional will need an advanced college/university degree to go into the international education field. As study abroad professionals get to their graduate degrees they are shifting their interests toward higher education often focusing on international or global studies. There are still

many professionals getting degrees in arts and letters, but that percentage is down from their undergraduate numbers.

Of the five-dimensions of Hett (1993) only cultural pluralism were significant and only for those who had visited between 0 and 20 countries. Once you go above 20 countries there were no longer any significance with respect to the number of countries travelled to. In this study all survey participants did travel abroad to at least one country, but after the professional hits 20 no further impression is gained. Through cultural pluralism the study abroad professional develops an appreciation for cultural diversity and can see the value these experiences offer, but do not seem to gain any significant benefit after that.

Theme three: Study abroad! Study abroad professionals who participated were likely to have studied abroad at least once (114/25) themselves. This doesn't necessarily mean that those who participated in study abroad are any more qualified professionals than one who has not studied abroad, but it does give them something in common with the potential study abroad students. Those who traveled abroad can also share their experiences with students, helping to prepare them and elevate fears they may have. Study abroad professionals who studied abroad had significance for efficacy, cultural pluralism, globalcentrism, and interconnectedness. A study abroad experience is life changing. Students get the chance to be immersed in another country and culture for some set amount of time through a combination of personal and academic experiences. Students experience and develop an appreciation for diverse cultures, developing a sense of empowerment by realizing they make a difference in the world and take what they learn and share it with others. Going deeper, through their experience's students can

come to realize that their actions have not only ramifications for their own communities but can have far reaching impacts. Finally, there is an interconnectedness that develops, where actions and happenings in one place can impact others in different parts of the world. There is a sense of belonging not to oneself anymore, but a belonging to the world that develops.

Global-mindedness is achievable through experiences, understanding, and open-mindedness. Studying abroad gives students access and experiences that can lead to global change. Many study abroad professionals while having studied abroad themselves, stress that a study abroad professional should have had a study abroad, work abroad, volunteer abroad, intern abroad experience, or have lived abroad.

Theme four: Evolving job announcements. Utilizing the job announcements, it was found that most employers were looking for a professional that had at least a Bachelor of Arts or Bachelor of Science degree (although a master's degree is preferred) in any major, so long as it includes an international perspective. The study abroad professional needs to be well versed in technology, have strong communication and organizational skills, be detailed oriented and a multi-tasker, with managerial and advising experience. Proficiency in a second language were preferred but having had experience in the field previously and having had international experiences because of studying, working, or living abroad were sought after. Finally, professionals needed to understand the field of international education and know what best practices are for the field.

There was a bit of a disconnect between the job requirements found in the job announcements and what the study abroad professional saw as important qualifications.

These differences could be the result of an institutions commitment to study abroad as a professional career. Often the job announcements were basic almost like they were designed to reflect the universities, colleges, or providers job title and not necessarily the expectations of the job title. Some job descriptions listed some of the duties and expectations, but none of them covered them all. International education, in particular, study abroad, comes with much responsibility. Preparing students, faculty, and staff to travel abroad takes time and requires a study abroad professional who is up on best practices for the field, has a good understanding and grasp of what the work entails, and is confident in what they do. Further, a study abroad professionals' job is constantly evolving to keep up with global changes, an important aspect of study abroad that no job description has fully considered.

The field of study abroad has grown and evolved so rapidly job announcements have not kept pace. Job announcements need to reflect the job position being advertised to attract the best candidate. Universities not only compete for students, but also for personnel. One Provost said, "The university with the best faculty win" (Stewart & Valian, 2018, p.169). I argue that the same can be said of study abroad professionals. Given the importance institutions are placing on study abroad in their internationalization efforts, institutions want to be sure to secure the professional with the best qualifications. Given the data it is possible to create job announcements that are more meaningful and attract the right person for the job.

Step one, be sure that a job description is inclusive for diversity. Most fields lack diversity in their pool of applicants. Job announcements need to be able to capture those groups of students (Stewart & Valian, 2018). Step two, the position must be clearly

defined, but not too narrow or too broad. As a description becomes more and more narrowed potential candidates start selecting themselves out of the running. If the description is too broad, then it looks like anyone can do the job (Stewart & Valian, 2018). Step three, it is important to have a competent search committee (Stewart & Valian, 2018). “It is best if there are individuals on the review committee who are knowledgeable about the operations of implicit biases” (Stewart & Valian, 2018, p.186). To hire the best study abroad professional the committee needs to understand the needs and expectations of a study abroad professional. If they do not know this information, they have the potential to hire the wrong candidate for the job.

A suggested job announcement for a study abroad professional (non-entry level position) will include the following: A clear definition of the job position, a master’s degree (the major does not matter), must have international experience (study abroad is preferred, but working, volunteering, interning, or living abroad is acceptable), must have experience working in study abroad, a member of a study abroad professional organization (i.e. NAFSA, Forum, etc.), professional certification or license (a certificate program exists through NAFSA for entry level professionals, but a license needs to be developed for more advance professionals to ensure they keep up with best practices), fluency in a second language preferred, have both technological, analytical, and administrative skills, have knowledge of higher education policies and procedures, good communication skills, must be globally-minded, and passionate. Salaries should be commensurate with the study abroad professionals experience and knowledge.

Universities, colleges, and providers should be paying for the study abroad professionals’

expertise. A professionalized job announcement is step in the right direction for the professionalization of the field.

Conclusions

Defining a study abroad professional is complicated. As the data shows, there are a variety of qualities that are sought after in a study abroad professional. Figure 7 shows the four criteria that were considered. Criteria included the study abroad professional's education, professional experiences, ethnicity/racial influences, and required skills/traits. Other criteria, an open-ended question, is not included as no new criteria were discovered.

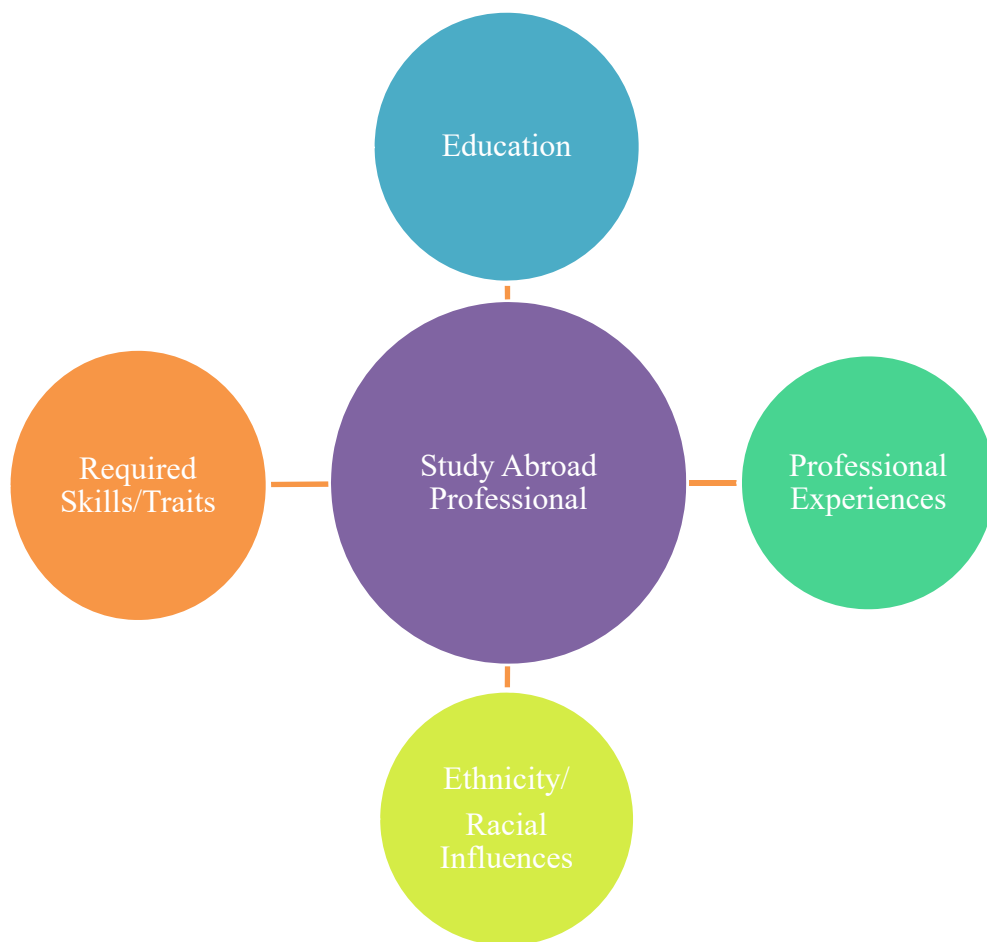


Figure 7. The Making of a Study Abroad Professional

A study abroad professionals qualifications should be reflective of the profession. The most important qualification for a study abroad professional is having a study abroad experience or other international experience (i.e. work, intern, volunteer, or living abroad). A study abroad professional should have at minimum of a bachelor's degree for entry level positions. Positions that involve working with students, faculty, and administration should require a master's degree. The major is not as important as the degree itself. A respondent said, "Any educational background plus study abroad experience" (Survey Response). That being said, undergraduate degrees tend to be in Arts and Letters with graduate degrees in education. Different majors can be beneficial to study abroad, so it is not important that any one major be required.

A study abroad professional will benefit from having the following personality traits. Study abroad professionals need to be organized, flexible, patience, open-minded, empathetic, detail oriented, creative, multi-tasker, problem solver, analytic, curious, diplomatic, enthusiastic, compassionate, critical thinking, collaborative, worldly skills, interpersonal skills, cultural sensitivity, initiative, has decision making abilities, intercultural competence, approachable, engaging, and relatable. Professionals need to be someone that students can and want to work with, faculty trust and seek advice from, and administrators listen to. One respondent said a study abroad professional is:

Globally-minded, believes in the positive change that studying overseas can bring for the student and the person s/he encounters, but also able to deal with issues/crisis as they arise, and to try to have the forethought and experience to create student support services/training/orientations that help prevent crisis before they arise. (Survey Response)

In study abroad, personality goes a long way in allowing the professional to be successful.

A study abroad professional should possess certain skills and knowledge to be successful. One of the most important skills include understanding best practices and having continuous training. Study abroad is continuously changing to adapt to world changes and events, which include safety and security, political stability, immigration, fiscal changes, university missions and goals, and other changes that take place, often unexpectedly. Study abroad offices are a fast-paced environment. Professionals should have experience in the field, not necessarily for entry level positions that would require extensive training, but for those positions that involve work with students, faculty, and administrators. As the study abroad position becomes more advance so should the level of experience required. Other skills include being analytic, technology savvy, speaking a foreign language, possessing good oral and written communication skills, having experience in the field. In response to the question what professional experience should a study abroad professional have, a respondent said:

They should have undergone training in security, risk, liability, financing models, and a deep understanding of the best practices of the field. They should have a dedication to the field. There are too many things that can go wrong when someone takes a job in this field without prior or proper exposure to leading programs abroad, understanding the field at large, knowing who the resources are when help is needed, etc. It worries me that upper-level positions in the field of international education are often given to those who have had no experience in this field. (Survey Response)

This response demonstrates the importance of professionalizing the field.

Definition of a study abroad professional. In chapter 1, the a priori definition of a study abroad professional is composed of three distinct pieces. Researcher positionality addresses and bias that may arise. First, a study abroad professional is any administrator, faculty member, or staff member who works with students, faculty, or staff for the purposes of sending students abroad or receiving students from abroad. Second, a study abroad professional is open-minded and non-judgmental towards other cultures, beliefs, and people, while in turn encouraging students, faculty, and staff to be open-minded and non-judgmental towards other cultures, beliefs, and people. Third, a study abroad professional listens to the concerns, questions, fears, and feelings that students, faculty, and staff have about going abroad for educational purposes or leading a study abroad program and knows how to respond to concerns based on their expertise and knowledge about other countries and cultures.

Data allowed the definition of the study abroad professional to become more succinct. Participants tended to be administrators foremost, with staff (viewed as having a more supportive function) and faculty not having much of a role in office operations. Personal traits reflected the professionals global-mindedness or open-mindedness towards other cultures and possess the necessary skills to be good communicators and were experts in the field. The a priori definition lacked the educational component and experience that emerged as a desired trait for professionals to have. The resulting definition considered both significant quantitative data and qualitative data.

Thus, a study abroad professional is a globally-minded administrator or advisor with international and professional experiences, educational credentials, and personal

traits that help them to relate to, communicate with, and support students, faculty, and staff, while fostering a safe study abroad environment that meets the needs of the institution and diverse student populations.

External validation: A timely experiment. An opportunity arose during the writing of this dissertation that allowed me to test whether the results found in the open-ended questions and job announcements were an indication or a predictor of who would be hired for the position Director of Education Abroad in the Center for Global Engagement at a local university. There were nearly 70 applicants for the position (M. Horswell, personal communication, January 2017). Interviews were conducted in two phases, the first phase included Skype interviews with all potential candidates. The second phase resulted in three candidates being asked to come to the university for a day long visit, which included the opportunity to see the campus, meet with office staff, administrators, and study abroad faculty leaders. Candidates were also asked to prepare a presentation on “Salient Issues in Education Abroad Today.” As, I was unable to see all three presentations, they were not considered in this hypothetical experiment. Only the resumes and short meetings (30-40 minutes) with each candidate were considered. The purpose of the experiment was to determine if the data findings of this study could predict which candidate would be offered the position of Director of Education Abroad.

Please recall that the study abroad professionals in this study generally had the following quantitative qualifications: female, born in the United States, Caucasian, master’s degree, fluently speaks or reads a language other than English, has studied abroad, traveled to 11-20 countries outside the U.S., has an undergraduate major in the College of Arts and Letters, and has a graduate major in the College of Education or

College of Arts and Letters. The study abroad professional's qualitative qualifications have a tendency to include the following: a master's degree, an education major, advising students, an advocate for learning abroad, experience in study abroad, experience in the field of international education, has studied, lived or worked abroad, experience working with students, experience working in higher education, and can be described as interculturally competent, organized, flexible, patient, open-minded, empathetic, and passionate. Would these characteristics be predictive?

For anonymity, candidates are referred to as A, B, and C. Candidate A is a Caucasian, female from the U.S. She has a bachelor's degree in Spanish (College of Arts and Letters), and a master's degree in Psychology (College of Science) and College Student Personnel Administration (College of Education). Candidate A was already working in the field of international education. Responsibilities and experiences have included overseeing international operations for incoming and outgoing students and faculty, managing and creating budgets, supervising personnel, developing and enforcing policies, strategic planning, advising U.S. and international exchange students, conducting orientations, conducting site visits, campus and faculty outreach, marketing, assessment, program review and development, working with Erasmus scholarships, planning intercultural events on-campus, tracking student records, maintaining the website, working with the application process, and developing credit transfer policies and procedures. Candidate A speaks fluent Spanish and has a basic understanding of French and Italian. Has studied, interned, lived, and worked abroad. Moreover, she has traveled to more than 20 countries and has been part of two professional organizations popular with study abroad professionals (NAFSA and Forum on Education Abroad). There was

some professional development in the field of international education as well as some non-field related professional development.

Candidate B is a Caucasian, female from the U.S. She has a bachelor's degree in International Studies and Spanish (College of Arts and Letters), and a master's degree in Youth Development Leadership (College of Education). Candidate B was already working in the field of international education. Responsibilities and experiences have included managing study abroad partnerships and developing new opportunities for international collaboration, hire/train/supervise personnel, oversee course equivalency and student registration, developing policy and procedures, overseeing health and safety and 24 hour contact, developing on-campus networks, Fulbright Advisor, lead initiative for creating a global studies certificate, developed, administered, and managed study abroad proposals, marketing, advise students, advised faculty, administer programs, webmaster and Facebook manager, administered study abroad scholarships, attend and presented at conferences, on-campus, and to the Board of Trustees, F-1 advising, immigration advising, Designated School Official (DSO), site reviewer, prestigious scholarship advisor, incoming student orientations, community liaison, issued acceptance and consulate letters, co-leader for faculty-led program to Peru, pre-departure orientation, manage budgets, recruitment, Student Conduct Hearing Board member, collect, analyze, and communicate student data, and GLBTQ Ally. Candidate B speaks fluent Spanish and has studied and worked abroad. Additionally, she has traveled to at least five countries and has been part of two professional organizations popular with study abroad professionals (NAFSA and Florida Consortium for International Educator (FCIE)). There was some professional development in the field of international education as well as

some non-field related professional development.

Candidate C is a Caucasian, male from the U.S. He has a bachelor's degree in Sociology (College of Arts and Letters) and a master's in Higher Education Administration (College of Education). Candidate C was not working in the field of international education. Experiences and responsibilities have included recruitment and admissions processes, weekly enrollment reports, outreach, supervising 6 to 9 full-time staff members in various positions, managing institutional relationships with over 100 partner institutions, develop comprehensive and strategic recruitment, marketing, managed marketing budget, worked closely with upper level administrators, liaison to academic colleges and departments, implementation of Terra Dotta Software, event planning (orientation, graduation, family weekend, open house, admitted students day), mentor program, process JD applications, collaborate on design of new recruitment materials, supervised ambassador program, planned off-campus programs, oversee daily operations, and helped develop alumni events. Candidate C does not speak any foreign languages and has not studied abroad. Additionally, it was not clear how many countries he has traveled to and has been part of three professional organizations popular with study abroad professionals (NAFSA, NYSACAC, and CIEE). There was some professional development in the field of international education as well as conference presentations.

After reviewing the candidates' resumes and speaking with them, then using the findings from this study, Candidate B should be the one selected for the Director position. Candidate B met most of the criteria as well as aligning with the quantitative and open-ended questions findings of this study. And, in fact, the search committee decided upon

Candidate B. This experiment demonstrated, albeit unscientifically, that the data from this study was predictive in naming the candidate selected for the position.

However, as in any natural experience, there were, of course, other criteria not taken into consideration previously, such as the interview committee's own criteria or preferences, their understanding of the departmental needs and expectations, their understanding of international education and study abroad, and how the candidate's interview and resume was viewed (meaning is the candidate qualified for the position or did they just interview well). Finally, there is also the possibility that the interview committee may not have much input into the final decision in the hiring process, but rather the decision may come from higher up.

Recommendations for Future Research

The field of international education is constantly changing to keep up with trends, university and college platforms, mission statements, or goals, and as a result of events that are taking place around the world. Changes may be academic or non-academic in nature. Given this ever-changing realm future research in international education is wide open. Below are several areas of future research that I see as paramount for international education.

The most pressing issue that I see in international education, specifically in study abroad, is the safety piece that has become a central point of concern for all study abroad offices. As a study abroad professional experiencing this issue first hand, I am confident making that statement. Gone are the days where students were sent abroad with very little preparation. Now, students go through orientations prior to departure and upon arrival overseas, students are required to purchase insurance that targets and supports students

who are studying abroad, emergency plans have been created, there are 24-7 emergency phone numbers, Safety and Security Committees that discuss issues and create policy, Health and Safety Officers that oversee the safety of students abroad, study abroad offices are also using various media outlets and government websites to gather information and monitor conditions abroad, and utilizing free and paid alert systems to keep on top of events happening globally, emergency funds have been set aside, and faculty and staff go through professional development. There are also countless discussions within the various departments across campuses on how to continually improve the support of students studying abroad in the event of an emergency, how to support their parents, and handle the publicity that follows. Given the emphasis on safety, there is no set standard, each university or college handles safety abroad in a different manner, some are leaders and others are followers, budgets vary, and personnel vary. There is a need to see what best practices look like across universities and colleges. This sharing of ideas, procedures, or developments can benefit other universities and colleges. There is much that can be learned from one another. Future research calls for a survey of study abroad programs focusing on the required safety requirements and protocols that are in place and what is required of employees. Research should target exemplary university programs and utilize purposive sampling. Universities that are no exemplary should also be researched to understand why their safety programs fall short. It is a due to budgetary constraints, insufficient staffing, university support, etc.

Another area for future research involves the disparity between the number of female and male students studying abroad. Study abroad has traditionally had a higher number of female students studying abroad than male students. Student statistics mirror

the statistics for study abroad professionals. The latest edition of the Institute of International Education's Open Doors Report (IIE, 2017a) shows that 66.5% of students who studied abroad were female and 33.5% were male. This trend has been consistent for years, yet research still does not explain why this trend started and continues year after year. As mentioned previously, some reasons that have been given for this disparity include differences in the maturity level between males and females, difference in the risk-taking level between males and females (with females being more likely to participate in an activity that is organized by a university or college than a male), the idea that a female wants to go abroad before she has children, the kind of upbringing the person has, the social circles and the types of peers a person identifies with, and the various academic interests a person has (Redden, 2008b; Schmidt, 2009; Shirley, 2006). What is interesting, is that this male-female disparity also exists across majors. For example, engineering has a higher number of male students than female students, yet more female engineering students go abroad than their male counterparts (Redden, 2008b; Schmidt, 2009). A study done by Shirley (2006) found that male and female students see the benefits of study abroad, factors influencing participation in study abroad, and barriers to study abroad in the same way. If this is true, then, why is there such a difference between the numbers of males and females going abroad? Perhaps the factors are not the underlying cause of this disparity, but rather how study abroad is marketed to students. Among professionals, including myself, there is a growing focus on marketing and how that marketing is reaching our target audience. Are genders equally represented in marketing materials such as flyers, catalogs, and web pages? Do students see themselves represented in the materials? It is important for students to see themselves

represented in study abroad or they can start to think they do not have a place in study abroad, that it is not meant for them. When students enter a study abroad office do they only see female workers or are males equally represented? The answer to this question is no. While there are gender differences between male and female students, we see the same disparity with study abroad professionals. There is more female study abroad professionals than male study abroad professionals in the field, essentially mimicking the data found among study abroad students. A comprehensive study is needed to look at these gender gaps both among students and among study abroad professionals. Given there are no satisfactory reasons why this is happening it is important for the field of international education to find out the underlying cause for the higher number of females going abroad verse males going abroad and address those issues. If both male and female students have the same access, but do not study abroad equally a portion of the population is missing out on the opportunity to gain an international perspective and learn to appreciate cultural differences resulting in societal impacts (Shirley, 2006).

Another area for future research would be to take a more in-depth look into the lack of ethnic diversity in study abroad. Study abroad has traditionally had a higher number of white or Caucasian students than students of color. These student statistics mirror the study abroad professional statistics. The latest edition of the Institute of International Education's Open Doors Report (IIE, 2017a) shows that 71.6% of students who studied abroad in 2015-2016 were White or Caucasian, 9.7% were Hispanic or Latino(a), 8.4% were Asian, Native Hawaiian or other Pacific Islander, 5.9% were Black or African-American, 3.9% were multiracial, and .5% were American Indian or Alaska Native. Although more people of color study abroad now than they did 12 years ago, it is

still far being equal (IIE, 2017a). There are some research studies that look at why the numbers for ethnicity continue to be one-sided year after year. Some of the research results were mentioned in Chapter 2. Generally, there is an imbalance due to socioeconomics, fear, cultural differences, familial concerns, lack of support, etc. (Bidwell, 2014; Carter, 1991; Redden, 2008a). However, what is lacking in the research are solutions. To enact change, there needs to be detailed studies that focus on the resolutions that have been suggested and implemented. What worked? What did not work? Why didn't it work? Can the solution be adjusted so that it can be successful? If you do not know what is working, not working, and why then international education cannot begin to make the necessary changes to be more inclusive. International education is important given the global environment we live in. It is equally important that all ethnicities have the same access to international education. Having an international experience is paramount in being able to compete in local, national, and international job markets. Students need to understand how the world works, be able to work with people of different backgrounds and cultures and be open to cultural differences. This starts with understanding why some groups of students do not go abroad and then coming up with solutions that will enable these same groups of students to study abroad.

As stated earlier, global-mindedness is "A worldview in which ones sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual's attitudes, beliefs and behaviors" (Hett, 1993, p. 143). This definition is still applicable today. Every person has their own interpretation of the world and understanding of how they fit into it. Their view reflects their own beliefs and upbringing. While this study looked at study abroad professionals

and whether they were globally-minded one can wonder if there is any difference between those individuals when compared to non-study abroad professionals. Therefore, a fourth recommendation for future research is to consider whether there is a difference between study abroad professionals and non-study abroad professionals with respect to global-mindedness. Is there a difference between people working in international education and people who do not work in international education? Would groups view cultures and social issues differently or the same? Conducting a study comparing an equal number of study abroad professionals and non-study abroad professionals on the same scale, using Hett (1993) or another survey tool, would give a truer picture as to whether study abroad professionals are more globally-minded than a non-professional. This study looked at only one side and I can't help but wonder if the two groups had been compared would there have been a significant difference between them or none at all.

The fifth recommendation relates to research question three. Question three said, "What is the association between the study abroad professionals' global-mindedness score and the number of students that were sent or accompanied abroad in 2012-2013 (includes students who studied abroad for the fall 2012, spring 2013, and summer 2013 terms)?" Given the research design, this was not a valid measure. With a different research design, it would be possible to look at productivity data for different institutions. Then compare the global-mindedness of study abroad professionals at those institutions. Will the number of students going abroad differ from one institution to another based on the global-mindedness of their study abroad professionals? Do institutions with less globally-minded professionals send fewer students abroad than institutions with more globally-minded professionals?

Practical Application

These results add legitimacy to a field that has not created a professional definition for study abroad professionals. Upon entering the international education field, I was thought of as an administrator, maybe even a paper pusher with minimal insight into the importance and influence these international experiences have on the students, their families, and society. As the field developed and expanded there was a realization that international education or study abroad had a greater meaning. As the field has become more professional in nature the expectations of and knowledge that a study abroad professional needs to have has changed. Study abroad professionals are more than just an administrator, they are business people, teachers, cheerleaders, counselors, confidants, safety and security officers, trouble shooters, researchers, and more. This research can help institutions recognize that study abroad professionals possess a talent or gift that influences students, faculty, and the community by helping them to recognize that the world is vast with many different cultures, customs, and various perspectives. Study abroad professionals are assets that can help with graduation rates and retention and create an employable populace. High level administration and other university personnel often see study abroad as a vacation and not as a legitimate educational activity. By recognizing international education as a professional field high level administration and other university personnel will recognize that study abroad is an educational benefit. It is a benefit that needs to be harnessed to attract students, faculty, professionals, and donors to universities. Having professionals with the right knowledge to foster and create opportunities that draw local and national attention is priceless. Recognizing the potential is the first step.

The second step is using the results of this study to create professional development programs for new study abroad professionals or additional in-service training for current study abroad professionals. One participant pointed out, “At some point it would be nice to have standardized training or qualifications for professionals. But as a field we have not arrived there yet” (Survey Response). By looking at the background and knowledge that study abroad professionals have, institutions can review the strengths and weaknesses of their current international education/study abroad staff for the purpose of creating professional development or in-service training. Professional training or in-service training can fill in the gaps that study abroad professionals may have. Additionally, institutions can create professional development programs for new study abroad professionals that are just entering the field and may not understand the importance of studying abroad or how it impacts their students, their families, and their institution. As universities recruit for positions that open up or look to expand their departments it is important that they are properly trained so that they can promote international education/study abroad appropriately. It is important for students to be properly advised about their study abroad program, know what to expect when they go abroad, understand the importance of being open-minded and willing to learn about other cultures, realize the need to be a good representative of their home institutions and country, and be prepared to use what they experience to grow and develop into globally minded citizens. It is only possible to do these things if you have a properly trained staff who are passionate about international education and have the background to recognize what is needed.

Finally, universities and colleges should consider how study abroad can support

their mission and goals. We live in global marketplace where universities and colleges are competing for students. Having globally minded students who possess cultural competence is critical for democracy. Given this perception, should institutions require study abroad to be part of the undergraduate and graduate curricula? I would say yes. Study abroad does not necessarily need to be in terms of travel but could be a reflection of experiences and knowledge. Having faculty that can incorporate real world experiences, use international comparison's in their lessons, include knowledge of less known countries from various parts of the world (not just popular destinations), team teaching with international professions, use diverse publications, and employing virtual classrooms that bring together students from different parts of the world can help achieve these goals. To accomplish this level of internationalization, faculty would need to have incentives. Incentives need to target all faculty to ensure diversity of participation. Those incentives can include a lighter teaching load, monetary enticements, faculty scholarships for exploration or conference participation, and tenure consideration. Expanding scholarships to students would also lend itself to supporting more participation in traditional study abroad programming for those students with the flexibility to do so.

Summary

This study aimed to define what a study abroad professional is and give legitimacy to an ever-expanding field. A field that is constantly evolving to include new responsibilities and has ever expanding expectations. A field that contributes to an institutions global appeal to potential students, donors, employees, and future employers. Further, this study assessed the global-mindedness of study abroad professionals and examined whether these professionals express any distinct attributes. Quantitative and

qualitative analysis was done, and job announcements were reviewed. This led to some commonalities among professionals. The quantitative questions meant to create a demographic profile did not result in any significant insights. Data showed that most questions failed to have any significance across Hett's (1993) five dimensions.

The field of international education specifically study abroad is a specialized field and is developing into a recognized profession but is not there yet. What emerged were specific academic requirements, professional training, and various professional and personal experiences being a requirement for entry into the field. Those wishing to enter the study abroad profession can expect to need an advanced degree, most likely in education or international/global studies (although other majors are acceptable), they will have studied, interned, volunteered, worked, or lived abroad, they will have good communication skills, be open-minded, organized, flexible, patient, empathetic, culturally sensitive, interculturally competent, and they will have previous experience in the field. For this study the end result was a to add legitimacy to the professional by offering a definition to the term study abroad professional. Again, a study abroad professional is a globally-minded administrator or advisor with international and professional experiences, educational credentials, and personal traits that help them to relate to, communicate with, and support students, faculty, and staff, while fostering a safe study abroad environment that meets the needs of the institution and diverse student populations.

Professionalism is needed to give the field of study abroad its recognition and acknowledge the special skills and background that is needed to perform the day to day operations and to anticipate what is needed in the future. Study abroad continues to grow its numbers as more and more students choose to add an international experience to their

college careers. Along with growth has come the complexities of health, safety and insurance concerns. This growth has not translated into professional criteria for the field. To professionalize the field there needs to be proper training that is ongoing, a required certification, university support from the top down, budgets that meet the needs of the office (i.e. emergency funds, professional development, and adequate staffing), higher salaries that are commensurate with a professional's experience to attract qualified personnel, and mandatory international experience through studying, working, interning, volunteering, or living abroad.

There needs to be change! The current status quo is not enough. Failure to keep up with the changing needs of study abroad or employing someone that doesn't know what they don't know working in study abroad will have disastrous results. No institution wants to see headlines that read, university fails to keep their students and faculty safe abroad, student dies while studying abroad, university sued for not doing its due diligence, etc. Study abroad is a safe endeavor for students to take, but careful planning and continues improvements need to be made for this to happen. This requires personnel with the right skills, experience, and background to ensure the safe and supportive operation of study abroad offices. Study abroad needs to be professionalized and it needs to be professionalized now.

APPENDICES

Appendix A: Study Abroad Characteristics/Profile Survey Questions

1. What country were you born in?
2. What languages other than English do you speak and/or read fluently?
3. What is the highest degree you have attained?
 - a. High school diploma
 - b. Associate degree
 - c. Bachelor degree
 - d. Master degree
 - e. Ph.D.
 - f. Other
4. Which gender are you?
 - a. Female
 - b. Male
5. What was your undergraduate major(s)?
6. What was your graduate major(s)?
7. Where have you traveled outside the United States?
8. Did you participate in a study abroad program?
 - a. Yes
 - b. No
9. If you studied abroad, where did you study?
10. What professional position do you currently hold?
11. What is your ethnicity or race?
 - a. White or Caucasian
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Native American or American Indian
 - e. Asian or Pacific Islander
 - f. Other
12. What state is your institution in?
13. How many students did you send abroad in 2012-2013?

Appendix B: Qualification Questions

1. In your opinion, how would you define a “study abroad professional?”
2. In your opinion, what education background should a “study abroad professional” have?
3. In your opinion, what are the required skills of a “study abroad professional”?
4. In your opinion, what professional experiences should a “study abroad professional” have?
5. In your opinion, does ethnicity or race influence how a “study abroad professional” approaches study abroad?
6. In your opinion are there any other criteria that a “study abroad professional” should meet or have?

Appendix C: Hett's adapted Global-Mindedness Scale (Hett, 1993, pgs. 193-195)

On the following pages you will find a series of statements. Please read each statement and decide whether or not you agree with it. Then circle the response that most accurately reflects your opinion. There are no "correct" answers.

Strongly Disagree= 1, Disagree=2, Unsure= 3, Agree=4, Strongly Agree= 5

	SD	D	U	A	SA
1. I generally find it stimulating to spend an evening talking with people from another culture.	1	2	3	4	5
2. I feel an obligation to speak out when I see our government doing something I consider wrong.	1	2	3	4	5
3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.	1	2	3	4	5
4. Really, there is nothing I can do about problems of the world.	1	2	3	4	5
5. The needs of the United States must continue to be our highest priority in negotiating with other countries.	1	2	3	4	5
6. I often think about the kind of world we are creating for future generations.	1	2	3	4	5
7. When I hear that thousands of people are starving in an African country, I feel very frustrated.	1	2	3	4	5
8. Americans can learn something of value from all different cultures.	1	2	3	4	5
9. Generally, an individual's actions are too small to have a significant effect on the ecosystem.	1	2	3	4	5

10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.	1	2	3	4	5
11. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	1	2	3	4	5
12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	1	2	3	4	5
13. I enjoy trying to understand people's behavior in the context of their culture.	1	2	3	4	5
14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.	1	2	3	4	5
15. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	1	2	3	4	5
16. American values are probably the best.	1	2	3	4	5
17. In the long run, America will probably benefit from the fact that world is becoming more interconnected.	1	2	3	4	5
18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.	1	2	3	4	5
19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.	1	2	3	4	5
20. I think my behavior can impact people in other countries.	1	2	3	4	5

21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.	1	2	3	4	5
22. I feel a strong kinship with the worldwide human family.	1	2	3	4	5
23. I feel very concerned about the lives of people who live politically repressive regimes.	1	2	3	4	5
24. It is important that we educate people to understand the impact that current policies might have on future generations.	1	2	3	4	5
25. It is not really important to me to consider myself as a member of the global community.	1	2	3	4	5
26. I sometimes try to imagine how a person who is always hungry must feel.	1	2	3	4	5
27. I have very little in common with people in underdeveloped nations.	1	2	3	4	5
28. I am able to affect what happens on a global level by what I do in my own community.	1	2	3	4	5
29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.	1	2	3	4	5
30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.	1	2	3	4	5

Scoring Key: Reverse score items: 4, 5, 9, 10, 16, 21, 25, 27, 29

Scoring: *Range of scores 30-150
 *Sum all responses
 *Higher scores indicate a higher level of global-mindedness

Items reflecting theoretical dimensions:

Responsibility:	2, 7, 12, 18, 23, 25, 30
Cultural Pluralism:	1, 3, 8, 13, 14, 19, 24, 27
Efficacy:	4, 9, 15, 20, 28
Globalcentrism:	5, 10, 16, 21, 29
Interconnectedness:	6, 11, 17, 22, 25

Appendix D: Survey Instrument as it was Presented

1. What country were you born in?
2. What languages other than English do you speak or read fluently?
3. What is the highest degree you have attained?
 - a. High school diploma
 - b. Associate degree
 - c. Bachelor degree
 - d. Master degree
 - e. Ph.D.
 - f. Other
4. What gender are you?
 - a. Female
 - b. Male
5. What was your undergraduate major(s)?
6. What was your graduate major(s)?
7. Where have you traveled outside the United States?
8. Did you participate in a study abroad program?
 - a. Yes
 - b. No
9. If you studied abroad, where did you study?
10. What professional position do you currently hold?
11. What is your ethnicity or race?
 - a. White or Caucasian
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Native American or American Indian
 - e. Asian or Pacific Islander
 - f. Other
12. What state is your institution in?
13. How many students did you send abroad in 2012-2013?
14. In your opinion, how would you define a “study abroad professional?”

15. In your opinion, what education background should a “study abroad professional” have?
16. In your opinion, what are the required skills of a “study abroad professional”?
17. In your opinion, what professional experiences should a “study abroad professional” have?
18. In your opinion, does ethnicity or race influence how a “study abroad professional” approaches study abroad?
19. In your opinion are there any other Criteria that a “study abroad professional” should meet or have?

Please read each statement and decide whether or not you agree with it. Then circle the response that most accurately reflects your opinion. There are no “correct” answers.

Strongly Disagree= 1, Disagree=2, Agree=3, Strongly Agree= 4

	SD	D	A	SA
20. I generally find it stimulating to spend an evening talking with people from another culture.	1	2	3	4
21. I feel an obligation to speak out when I see our government doing something I consider wrong.	1	2	3	4
22. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.	1	2	3	4
23. Really, there is nothing I can do about problems of the world.	1	2	3	4
24. The needs of the United States must continue to be our highest priority in negotiating with other countries.	1	2	3	4
25. I often think about the kind of world we are creating for future generations.	1	2	3	4

26. When I hear that thousands of people are starving in an African country, I feel very frustrated.	1	2	3	4
27. Americans can learn something of value from all different cultures.	1	2	3	4
28. Generally, an individual's actions are too small to have a significant effect on the ecosystem.	1	2	3	4
29. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.	1	2	3	4
30. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	1	2	3	4
31. I enjoy trying to understand people's behavior in the context of their culture.	1	2	3	4
32. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States	1	2	3	4
33. It was very important to me to choose a career in which I could have a positive effect on the quality of life for future generations.	1	2	3	4
34. American values are probably the best.	1	2	3	4
35. In the long run, America will probably benefit benefit from the fact that world is becoming more interconnected.	1	2	3	4
36. The fact that a flood can kill 50,000 people Bangladesh is very depressing to me.	1	2	3	4
37. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.	1	2	3	4
38. I think my behavior can impact people in other countries.	1	2	3	4

39. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.	1	2	3	4
40. I feel a strong kinship with the worldwide human family.	1	2	3	4
41. I feel very concerned about the lives of people who live politically repressive regimes.	1	2	3	4
42. It is important that we educate people to understand the impact that current policies might have on future generations.	1	2	3	4
43. It is not really important to me to consider myself as a member of the global community.	1	2	3	4
44. I sometimes try to imagine how a person who is always hungry must feel.	1	2	3	4
45. I have very little in common with people in underdeveloped nations.	1	2	3	4
46. I am able to affect what happens on a global level by what I do in my own community.	1	2	3	4
47. I sometimes feel irritated with people from other countries because they don't understand how we do things here.	1	2	3	4
48. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.	1	2	3	4

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