

**THE FACULTY SEMINAR ABROAD:
THE CORNERSTONE OF COMPREHENSIVE INTERNATIONALIZATION
AT THE UNIVERSITY OF RICHMOND 1989 – 2013**

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INTRODUCTION

This monograph represents a rethinking and retelling of the story of the Faculty Seminar Abroad at the University of Richmond; a unique, 26-year project, which became the anchor of institution-wide comprehensive internationalization and a vehicle for academic community building. One of the goals of the monograph is to contribute to the future of internationalization at the University of Richmond by documenting the history of the Seminar and its impact, and to do so in the context of broad issues of international education, faculty development and engagement in institutional internationalization. Our greater goal is to make the monograph available to institutions large and small, public and private, and in the US and abroad, with the hope that it will serve them as they continue or begin the process of internationalization, inspiring them to create an instrument for faculty development and engagement in internationalization strategies. A number of universities and colleges have expressed an interest in the Richmond Seminar and some have already implemented various elements of it. Virginia Commonwealth University is one, which, as of 2013, has successfully adapted the Richmond model to its own needs and opportunities. In what follows, we will discuss the Richmond Seminar in detail and offer ways in which it can be adapted at institutions in various Carnegie classifications and levels of internationalization.

By affecting curricular change, hiring attitudes and the teaching and mentoring of students, the Seminar has had a significant impact on the transformation of institutional culture at Richmond into the one which defines the University today. Like all such initiatives, it depended on the good will and active participation of many members of the university community: faculty, staff, and administrators alike.

Considering how fractured university communities often are, composed of variously self-governing schools and disciplinary silos, further splintered by hierarchical divisions based in tenure status and rank, a centralized, sustained, campus-wide project for faculty development is an ambitious and rare undertaking. The University of Richmond was not different in these respects from other institutions of higher education when the Office of International Education was created in 1987. But in the years since, institutional fragmentation, at least in the area of internationalization, has been significantly reduced. The following discussion of the Seminar and its outcomes demonstrates that faculty from all five schools of the University have come together in the work of the Seminar and in follow-up projects, mostly in teaching, but also in research, advising and mentoring of students, as well as service.

A review of literature in international education shows that not much has been written specifically about faculty engagement in internationalization. Lisa Childress' book-length study, *The twenty-first century university: Developing Faculty Engagement in Internationalization*, is an exception. It offers a historical context of comprehensive internationalization and a critical analysis of the literature on the topic at large before moving on to faculty engagement specifically. It then offers two case studies - Duke University and the University of Richmond - and a final chapter on implications and conclusions drawn from the case studies.

The history of the Richmond Seminar begins in 1988, when the Seminar was first proposed and quickly adopted, because there was a small yet sufficient number of faculty members and administrators who recognized the value and urgency of institutional internationalization. They agreed that an interdisciplinary, interschool seminar bringing together faculty to learn about and experience countries and cultures unknown to them - countries, which were quickly becoming part of the interconnected world - would be a valuable foundation for the

internationalization of the University. From its beginning in 1989, the Seminar's goal of creating learning opportunities for faculty, and thus affecting their teaching and the curriculum at large, was combined with the goals of strengthening academic community and creating an institutional culture focused on rapid globalization and the University's responsibility to prepare students for life and work in this new reality.

Thus the central subject of this monograph is the Faculty Seminar Abroad, a signature project of the University of Richmond, at the time a comprehensive, regional institution with 205 tenured and tenure-track faculty and 2749 full time undergraduate students. Begun in 1989, the Seminar has continued to the present, with the most recent one having taken place in 2013. Of the 17 Seminars, all have been fully funded by the University, with the exception of the first one, which received a grant from the Suhor Foundation. Originally taking place every summer, it became consistently biannual in 2002. Each Seminar began with a preparatory period on campus, during the spring semester, and then proceeded to one, two, three or even four countries for a period of two and a half to three weeks. A total of 39 countries have been visited. The number of participants per Seminar has varied from six to 13; the total number stands at 172. During the same time frame, the number of tenured and tenure-track faculty increased from 205 in 1989 to 298 in 2013. While some participated more than once, effectively more than half of the faculty have been exposed to the Seminar over time. Obviously, some faculty leave and new ones arrive every year, yet 25 percent of current, active faculty members have participated in the Seminar, some more than once.

Our research suggests that the Seminar is a unique initiative; we have found no other institution with an internally funded faculty development project for internationalization with anything approaching its duration or complexity. In this first comprehensive effort to analyze and

describe it, we will address the Seminar's goals, structure, and long history. We will also demonstrate its impact on comprehensive and integrated internationalization of the University. This terminology and our approach to internationalization have been informed by the work of the American Council on Education (ACE) in its Mapping Surveys of 2001, 2006, and 2011. (American Council, 2012)

In discussions of faculty development initiatives, the question always asked is how the impact can be demonstrated. The expected proof seems to be the number of new courses or at least modules developed. In addition to these outcomes, though, in this monograph we are exploring the much broader question of the extent to which the academic and co-curricular realities at the University have changed in the years since 1989 and to what extent this change is connected to or even the result of the Faculty Seminar. Our goal is to demonstrate that the Seminar and its participants have been active agents behind most aspects of internationalization writ large, going well beyond the creation of new courses or modules based directly on the content of a given Seminar.

The transformation of academic culture, which has taken place since the first Seminar, includes a new focus on hiring faculty with international research and teaching expertise, on bringing visiting scholars from abroad, on departmental lectures which approach issues from a global perspective, on faculty participation in the development of partnerships with universities around the world, on setting admissions policies which include international students, integrating these students and returned study abroad students into course work, and more. Directly and indirectly, the Seminar became instrumental in the process of major cultural change at the University and the resulting change in its national and international reputation. None of this

happened per chance; it was the result of deliberate, evolving, strategies for internationalization, which relied on faculty involvement and support.

While focused on Richmond since the mid-1980s, our analysis will be located in the context of changes, uneven but very significant, in the internationalization of higher education in the US as a whole, expressed in the increase in study abroad and international student populations (see Open Doors, an annual publication of the Institute for International Education), as well as the growth of established international education organizations such as NAFSA: Association of International Educators, the IIE, and the creation of new ones such as AIEA: Association of International Education Administrators, the FORUM: SIT/World Learning: School for International Training, and FIE: Foundation for International Education and many others.

It is important to also point out that a great deal of what became possible at Richmond was a result of changes in higher education around the world, such as the changes resulting from the Bologna process of integration of higher education in the European Union and the new focus on institutional exchanges in Asia, we will address these issues as well.

Finally, we will attempt to look into the future. With input from Seminar participants, we will be asking the crucial question of whether there is still a need for continuing the Faculty Seminar Abroad whether it is in its current version, or perhaps an altered one.

It is our hope that other institutions, many of which are currently working to expand comprehensive international education and others attempting to begin the process, will be able to benefit from the Richmond model of institutional internationalization based in the engagement of faculty not only as teachers, but also as learners, advisors, and mentors; not only as individuals,

but also as members of the campus community. To this purpose, we are including a Handbook for a Faculty Seminar Abroad, taking a ‘how to’ approach to a complex issue.

ORIGINS OF INTERNATIONALIZATION AT RICHMOND

Few institutions of higher education have a linear history of internationalization beginning with origins in a particular document and continuing to the present. Even fewer, if any, have documented the process in a single publication, which could be helpful to others whose internationalization is in a nascent stage. The more common story is of a start resulting from the arrival of a new president or provost who puts internationalization on the institutional agenda by including it in a new strategic plan. Whether it survives as an institutional priority the eventual departure of its proponent is the big question, often answered in the negative. The Richmond story is exemplary and instructive, demonstrating that, under certain circumstances, it is possible to maintain a focus on strategic internationalization across time and changes in administrations. Necessary conditions, as demonstrated at Richmond, include: the definition of need, rationale, and a clear articulation of the structure for internationalization by a faculty committee; administrative support expressed in the implementation of faculty recommendations for the creation of a central Office of International Education charged with comprehensive internationalization; and ongoing administrative and faculty support for the Office of International Education as it evolves while carrying out its original charge under new, more complex conditions. (International Education Committee, 2014)

In the spring of 1986, after three years of work, an ad hoc Committee on International Studies, composed of eight faculty members and four students, charged by the dean of arts and sciences, submitted to him a report entitled *Enhancing International Competence at the University of Richmond*. In this thorough and thoughtful document, after an assessment of the

“national context” going back to George Washington’s assertion of our “detached and distant situation”, the Committee focused on the fact that “our academic programs reflect(ed) this isolationist tendency.” (*Enhancing International Competence*, 1986) A historical review starting with the 1930’s and 1940’s and continuing through the 1970’s, cited a 1980 report *Education and the World View* by the Council on Learning, prepared for the President’s Commission. The report concluded that only a very small proportion of college students “have the level of knowledge necessary for an adequate understanding of global situations and processes.” (Ad Hoc Committee, 1986)

Since the Committee’s original goal was the creation of an interdisciplinary International Studies program, it originally devoted most of its time and effort to the development of the major. But as it delved into its subject matter, the Committee’s own definition of its charge - of dealing with ‘international studies’ – evolved. It became convinced that in order to accomplish its goals, the major would have to function in the context of the campus as a whole. Consequently, it very deliberately addressed ‘international education’ as comprehensive internationalization of Richmond education for all students, and ultimately of the campus culture. It concluded that education for all students, not just international studies majors, should include many international components, both curricular and not.

Consequently, the Committee added to its purview considerations of study abroad programming, support for international students, curriculum internationalization, and the heightening of campus international awareness through a variety of programs and activities. And so the report went on to recommend the creation of an interdisciplinary international studies major (and minor), an Office of International Education and the position of its director whose responsibilities would span the full range of recommendations. The director would be

responsible for the implementation of the outlined major, for internationalization of the curriculum in order to create a significant number of courses with international content sufficient for the implementation of the major and for offering all students an education infused with international approaches. The director would also be charged with the creation of study abroad programs, in order to serve primarily the international studies majors, the only ones required to spend a semester studying abroad, but also other students who would be encouraged to do so. Additional aspects of the director's work would lead to increasing the numbers and support for international students. International awareness through cross-cultural programs and speakers, faculty development, internships and exchanges, as well as work with the Office of Foundations, Corporate & Government Relations to seek external funding rounded up the director's portfolio. This exhaustive list of components of international education points to the fact that the committee was thoughtful, well informed and ambitious – aiming high in its vision of what the University of Richmond should become in the future. All of this work was to be accomplished with the support of “appropriate and sufficient staff, to include a secretary and one or more student peer counselors with study abroad experience.” (*Enhancing International Competence at the University of Richmond*, Spring 1986, unpublished) Therein lies the problem: in the disconnect between the ambitious vision and the feasibility of its realization with a staff of two.

At this point the professional story of the founding director intersects with and illuminates the beginnings of international education at Richmond and the origins of the Seminar. Beyond that, it is clear now, though it was not at the time, that the story at Richmond reflects the history of the field of international education nationally.

When hired as the founding director of international education, Uliana Gabara had no training in the field or administrative experience beyond the creation of two summer courses for

English teachers at the University of Virginia. Entitled “Russia Physical and Fictional,” the courses were supported by the Virginia Foundation for the Humanities. Following an introductory part in Charlottesville, the teachers travelled to the Soviet Union: Moscow, Leningrad and one of the republic capitals, Tallinn or Yerevan. The goal was to offer participants an opportunity to combine in-depth reading of 20th century fiction, most of it banned in the Soviet Union, with first-hand experience of the place, the people, and the culture they were reading about. It would be years before it became clear how instrumental the conceptual structure of these two courses was for the creation of the Faculty Seminar Abroad at the University of Richmond. At the time, though, in 1987, when hired to create and direct international education at Richmond, Gabara was concerned about moving from teaching Russian and Polish languages and literatures to a new academic field - a combination of International Studies and International Education - and to administrative responsibilities involving, by definition, the whole campus. But as we now know, the field of international education was new and ill-defined at the time. Even today the structure and content of the international studies major varies from university to university: at some it is merely another name for Foreign Affairs, a specialization within Political Science, at others, certainly at Richmond, it is a truly interdisciplinary major, which includes specializations in various parts of the world, something akin to area studies, including a significant amount of language study and a semester-long study abroad.

As for the administration of international education, what is included in the responsibilities of the ‘Senior Administrator’ is similarly varied; most senior international officers, chief international officers, deans, associate provosts for international education/projects, or vice presidents for global education- depending on the institutional

structure - are trained in and have experience in teaching and research in a particular academic field, often in one of the national literatures and languages, though by now they usually do have some administrative experience as well. (Heyl, 2007) It is only recently that doctoral degrees in International Education have appeared in the field.

Something else we did not know in 1987, when the Office of International Education was created, was that Richmond was not an exception among American institutions of higher education in not having engaged in systemic and systematic internationalization, however defined. At most institutions there was, at best, one staff member, usually located in student affairs, and another, in admissions or in student affairs, responsible for the support of international students. The two were almost never connected structurally. The work of these staff was not considered to be a part of the academic function of the institution so they had little, if any, connection with the academic side of the house. At Richmond study abroad was handled by a student returned from abroad who managed a file cabinet and reported to the dean of the graduate school; a staff member responsible for Greek life was responsible for international students.

The faculty committee understood that this was not an adequate structure for an institution which had the ambition to become a leading university in the South so it recommended a change in the status quo.

Meanwhile, on the national scene, concern about the need to prepare students for a rapidly changing world was expressed at a number of national conferences, by special commissions, and book publications which spoke of the provincialism of higher education in the US, of the deplorable status of language learning, geography, world affairs, and more. A few examples of these works include:

McCaughey, R. A. (1979). *The permanent revolution: An assessment of the current state of international studies in American universities*. New York, NY: International Division, Ford Foundation.

Burn, B. B. (1980). *Expanding the international dimension of higher education*. San Francisco, CA: Jossey-Bass.

Perkins, J. A. (1979). *Strength through wisdom: A critique of U.S. capability: A report to the President from the President's Commission on Foreign Language and International Studies* (United States, President's Commission on Foreign Language and International Studies, Office of Education). Washington D.C.: U.S. Department of Health, Education, and Welfare.

Tonkin, H., & Edwards, J. (1981). *The world in the curriculum: Curricular strategies for the 21st century* (Education and the world view). New Rochelle, NY: Change Magazine Press.

American Council on Education. (1984). *What we don't know can hurt us: The shortfall in international competence*. Washington, D.C.: The Commission.

From the beginning of the process of internationalization, Richmond had the important advantage of involvement by both faculty and the administration. The result was an institutional commitment expressed in the creation of the International Studies major, the Office of International Education, and the position of its director. The International Studies Committee report became the road map for internationalization writ large.

Contrary to many institutions where International Studies was, and still is, another name for a Foreign Affairs/Political Science major, the faculty committee focused on interdisciplinarity as a key element of the major at Richmond. Majors were required to take courses in at least three disciplines and two bookend courses, Perspectives in International Studies and the Senior Seminar, which were interdisciplinary by design. And so internationalization and interdisciplinarity became structurally connected. The director of the Office International Education was also the coordinator of the major and taught one of the introductory sections for the first ten years. Once established, the connection between

international studies and international education continued. In hindsight, it is clear that this connection resulted in faculty support for the director's, later Dean's of International Education active involvement in curriculum internationalization, the visiting international scholar program, lectures, exhibits, and more.

In thinking about the large task ahead and learning that a significant percentage of faculty members were either graduates of Richmond or Southerners, mostly both, and that all but a few had limited exposure to the world beyond the US, we concluded that the best way forward towards comprehensive internationalization was by giving faculty the means for gaining knowledge and experience of parts of the world with which they and their students were not familiar.

Knowing also that graduate school meant years of ever-increasing specialization and that faculty had to be at the core of institutional change, we agreed that the only fast track towards addressing the many issues of internationalization was through what is now referred to as "faculty development," even though we did not use the term. Wouldn't the creation of an educational program for faculty be the most effective way for accomplishing our goals? This was the thinking that led to the creation of the Faculty Seminar Abroad.

In creating the Seminar and attempting to engage faculty as learners, rather than only as teachers, the goal was to invite as many faculty members as possible to go beyond their specific expertise. We were, in fact, asking questions about the relationship between what faculty teach their students and what they know and learn themselves. This line of inquiry is especially relevant for those who teach at a liberal arts institution, even or especially at one, which, like Richmond, includes undergraduate business programs. After all, the mission of a liberal arts education goes beyond helping students to learn the all-important skills of in-depth critical

reading and writing, persuasive and well-structured speaking, as well as understanding the structure and workings of the physical world. Isn't the goal, ultimately, to help students to employ all of the above skills in order to develop a "world view," which will govern their ability to function in the world as individuals, as cognizant, participatory citizens, and as professionals? And if this is the case, can that mission be accomplished by teachers who see themselves only as specialists in narrow academic fields, which they view through a purely American perspective? And if a teacher of undergraduate courses has spent years acquiring in-depth knowledge and experience in her/his academic field, which is what graduate training and academic work so often entail, can she/he be effective in working with students who have not yet learned methodological structures and habits of mind or developed an emotional investment in a specific academic field?

So at the basis of the creation of the Faculty Seminar, was not just the goal of offering faculty members knowledge about new countries and cultures. There was also the goal of examining the extent to which undergraduate teaching depends on disciplinary habits of mind, methodologies and perceptions of the world, and a critical awareness of how all of this affects teaching. We agreed that the experience of learning new content and new methodologies, the 'learning from scratch', as much as the cross-cultural content and communication skills, would allow Richmond faculty to become better undergraduate teachers, as well as expand their global world view.

We concluded that a Faculty Seminar Abroad could help us to address these broad and difficult issues. The support of the president of the University, Dr. Bruce Heilman, who in 1988 secured funding from the Suhor Foundation, made the first Faculty Seminar possible. On September 26, 1988 Dr. Heilman wrote to the George L. Suhor foundation:

“The university is striving to internationalize its undergraduate curriculum. An integral component of that process is developing a cadre of faculty who have direct and intimate knowledge of other cultures, especially cultures which have, for many years, been closed to western eyes. To have well-educated citizens, our institutions must graduate students who have an understanding and appreciation of their people. Our proposal strives to move us in that direction.” (Heilman, 1988)

Note the letter’s stress on “direct and intimate knowledge” at a time when experiential learning and education for citizenship were not yet on the agenda of most institutions. In tandem with international education, they have become important foci across higher education in recent years.

Another observation, which contributed to the origins and agenda of the Seminar, was that faculty members rarely interact with and have the opportunity to learn from colleagues in other academic fields. This was demonstrated clearly during preparatory sessions during which many participants met each other for the first time; this on a campus which in 1989 included only 205 faculty members. The preparatory sessions, during which participants spoke about the studied destination from their disciplinary perspectives, served as intellectual and personal meeting grounds, encouraging group interaction as much as interdisciplinary thinking. Having deliberately selected participants who were not experts on the destination, we encouraged them to explore a new region and in the process introduce their own disciplines to colleagues from other fields. It was fascinating and useful to observe, for example, a French art discuss Indian art, which she was planning to include in her survey courses, and to hear a literary scholar of the 18th century English novel present 20th century Russian literature to the group. But it was equally useful to stand in front of the monument to Peter the Great and hear how differently specialists in various academic fields interpreted it. In each case, participants became acutely aware of the radical differences between the ways in which scientists, humanists, and business faculty interpreted the sights we saw, the meetings we had, and the conditions we observed. Subsequent

discussions focused on ways in which we could make a country and culture ‘real’ for both faculty and undergraduates through a range of courses.

Yet courses are not the only tools for educating undergraduates. As the commitment to expanding study abroad at Richmond was increasingly, it became clear that faculty members are the best recruiters and advisers. They are also the most reliable decision makers about which study abroad opportunities can contribute meaningfully to a Richmond education. By giving faculty the opportunity to experience study abroad during the Seminar, we made it possible for them to understand the structures and value of various models, e.g. island American programs versus integration into local universities.

Consequently, the Seminar began visiting existing and prospective partner institutions. This contributed to students increasingly opting for the immersion model of study abroad – a semester on an exchange partner’s campus (see chart on page 48). Not only did they have the opportunity to live and study with local students, rather than other Americans; they were also exposed to different educational systems. Even though they often said that the European or British systems were “less demanding”, with no daily assignments and no grades for class participation, they recognized the value of becoming academically more self-reliant. They also learned that the Richmond approach to education is not the only one, perhaps not even the only successful one. And as for the Seminar, by learning about other systems of higher education and other approaches to teaching, faculty gained resources for critical analysis of their own teaching styles.

(HI)STORY OF THE SEMINAR

Every institution-wide project, perhaps every project, ought to be based in institutional history. Sometimes that history is explicitly investigated and instrumental in the formulation of the project, but often it remains in the backdrop or is actually ignored. The chances that a project which emerged from the thin air of an administrative mandate or even a grant opportunity will be successful are slim. Thus anyone considering the creation of a version of the Faculty Seminar Abroad ought to ask the question of whether their own institutional (hi)story and its culture would support such an initiative.

At Richmond the history of the Seminar begins with President Heilman's September 1988 letter to the Suhor Foundation requesting a grant to support a "faculty development" seminar in International Relations. The letter refers specifically to creating a "cadre" of faculty with intimate knowledge of "cultures which have, for many years, been closed to Western eyes" and to curriculum internationalization. (Heilman, 1988) So the beginning of the Seminar is in an engagement with then current political change and an interest in the world concealed behind the Iron Curtain, hidden from 'the Western eyes' since the beginning of the Cold War in 1948. Joseph Conrad would have recognized some of the issues.

The year was 1988 and the revolutions in Central and Eastern Europe were in full swing. Now we know what at the time we could only wish for, that the Soviet Bloc was on the verge of dissolution and of subsequently becoming a part of the rapidly globalizing world. At the University of Richmond few faculty members were familiar with this long sealed off world and even fewer were including it in their teaching.

Once funding was secured from the Suhor Foundation, the first seminar, in 1989, was organized. It focused on Poland, Yugoslavia, and the Soviet Union. Poland was about to hold

historical parliamentary elections, which would bring to power the first non-Communist prime minister behind the Iron Curtain. In Yugoslavia, following Milosevic's speech in Kosovo, a war was imminent and began in June of 1989 – a month after the Seminar. The Soviet Union under Gorbachev was undergoing both 'glasnost' and 'perestroika'. Substantive changes in public discourse were taking place; what was permissible had expanded significantly, but 'restructuring' of the political or economic system was hardly a reality. Participants in the Seminar had a clear understanding of both by the time they returned to the campus and discussed their new knowledge with colleagues and students. The conversations continued until a second group of faculty returned to Russia and the post-Soviet republics of Kazakhstan and Kyrgyzstan in 2009. The political and cultural scene was very different indeed. Having two Seminar cohorts on campus provided potential depth of curricular coverage.

The second seminar, in 1990, continued to explore changes in the Eastern Bloc, going to the German Democratic Republic literally months before its demise and just months after the fall of the Berlin Wall (on November 9, 1989); to Hungary and to Czechoslovakia, yet another country not long for this world.

The first two Seminars exemplify the central goals of the Seminar and crucial aspects of its implementation. In choosing the countries/region, we took into account both urgent political realities and institutional teaching and research realities. They also demonstrate that, when working in destinations where rapid change is taking place, flexibility is essential if one wants to take full advantage of opportunities which present themselves. Case in point: faced with an unscheduled stop in Belgrade, we arranged a meeting with a historian from university of Belgrade and it was he who told us that Yugoslavia was about to explode in fratricidal war.

It is worth pointing out that four of the six countries of the first and second Seminars disappeared from the political map soon after the Seminars. Richmond faculty had the unique opportunity to study and visit them, meet with a wide range of people, and prepare to include them in their courses.

In 1991, just a year after Tiananmen, the Seminar was in China and Hong Kong, still under British rule and sealed off from the mainland. It would return to a completely new China in 2007, this time also focusing on Taiwan and Tibet. As in the case of returning to Russia and Central Asia in 2009, in a world of rapid dramatic changes, we decided that the curriculum and the campus at large would benefit from creating a more complex knowledge than what the first seminars to both countries could offer. As it turned out, very soon after the second China Seminar, the number of Chinese degree-seeking students on campus exploded so having faculty with recent experience of the new China was extremely useful for curricular needs and for support of the incoming students.

In 1993 the Middle East crisis was on the agenda, (Jordan, Israel, Syria) as was Yemen, during the only summer of relative peace between its two warring parts, the North and the South. West Africa (Ghana and Senegal) and South Africa (1992 and 2000) were selected because the region was not well represented in the Richmond curriculum and very few students selected Africa as a study abroad destination. The same was true about India, which was the destination in 1998 and again in 1999. There was significant interest among faculty in India yet it was absent from the curriculum. Latin America (Argentina, Bolivia, Brazil), including Mexico and Ecuador (1994 and 1996), part of our own neighborhood and increasingly important trade partners was largely absent even from courses within the Modern Languages and Literatures department, and from study abroad. Vietnam's unification, recovery from the long war and attitudes towards the

US, was explored in 2002. Turkey and Cyprus (2005), while important in themselves and high on the EU agenda, were selected as interesting cases of political transitions and engagement with a proximate region, and as a demonstration of the extent to which the 'ancient world', until recently a central part of liberal education through required courses on "Western Civ", was largely located in a region now known as the "Middle East." Faculty gained a useful tool for problematizing normative, received knowledge.

Much later, in 2011, the agenda of the Seminar was to explore the Caribbean world: Trinidad, Jamaica, Panama, and Cuba, where the story of colonialism and post-colonialism was played out very interestingly in Cuba - post-Fidel but not post-Raul, and in the University of the West Indies. With the British Empire long gone, the University is still bringing together academics and students from islands which were part of it.

Not all of the Seminars focused on countries in political and economic turmoil or transitions. As demonstrated above, curricular need was an important aspect of selection. In one case it was specifically study abroad that drove the selection: Australia and, to a lesser degree, New Zealand attracted many students for study abroad yet faculty approved these destinations grudgingly, convinced that the students were merely interested in surfing, which may have been part of the story. But faculty also believed that there were no good universities in Australia. The Seminar, which visited existing and prospective partners in both countries (Universities of Melbourne, Macquarie, Curtin, and Otago) went a long way towards changing these misconceptions.

Finally, the most recent Seminar (2013) was an experiment with a topical rather than a regional focus. It studied conflict management in Serbia/Kosovo and Israel/Jordan, taking a comparative approach to the issue.

The above encapsulates the different rationales, which were the bases for selecting Seminar foci and destinations. Each faculty group was, of course, aware of the rationales. But all participants were also aware and very attune to the overarching rationale - to give faculty members an opportunity to expand their personal horizons. Some felt defensive when speaking about this as an outcome; others were quite articulate about the importance of their personal growth.

In the world of higher education we inhabit, it seems useful to remind ourselves that faculty teaching at a liberal arts institution are expected to act as mentors in and out of the classroom so opportunities for personal, as well as professional development, are important. This kind of ‘development’ benefits directly the informal teaching faculty are expected to perform. But is this really and should it be entirely different in a Research I institution where faculty, in addition to teaching undergraduates, deal with graduate students who are at least 22, often older, have completed their undergraduate education, sometimes even worked for a couple of years or more, and have made the decision to pursue a professional education through a master’s or a doctoral degree? The question can best be answered best by the over-burdened graduate advisors who, increasingly, are dealing with a people whose needs and problems are not altogether different from those presented by undergraduates so work with them requires similar broad-range personal preparation.

Here is what some Seminar participants have said about its contributions to their personal development:

“I learned new things, and they were challenging at times. I didn’t know the language. And from that perspective, it’s important as a teacher to know what your students are going through when they are learning new things – to bring that challenge to your classroom and understand why they might not understand or where they are coming from when they have no prior knowledge.” (A. Treonis, personal communication, March 27, 2014)

“Experiencing different cultures and the opportunity to visit an area of the world that was new to me. Gaining new knowledge and understanding of the peace and conflict issues in the Middle East and the Balkans and forming new relationships and friendships with University of Richmond faculty members.” (*Faculty Seminar Abroad, 2013*)

“For me, the exposure to the subtle and not-so-subtle cultural differences of the countries we visited was very valuable, as I had not really travelled outside of Europe much before the Seminar. I was far better prepared to process my experiences in Nepal as a Fulbright scholar, having gone through the Faculty seminar. Not only was I able to think about Nepal in terms of politics, education, and the other dimensions that we used to examine the countries visited through the Seminar, I was also able to discern and process the cultural differences better.” (*Faculty Seminar Abroad, 2013*)

“Having served in the U.S. Army in Vietnam during the war the return to Vietnam roughly 25 years later was an emotional experience for me that I really cannot explain. Suffice it to say that it was one of the best experiences of my life and rekindled an interest in Southeast Asia that had lain dormant. Even during the war I liked the Vietnamese people and my return there on the seminar confirmed those feelings.” (*Faculty Seminar Abroad, 2013*)

History of Seminar Destinations and Participants

Year	Destination	Participants
1989	Yugoslavia, Poland, Soviet Union	7
1990	German Democratic Republic, Hungary, Czechoslovakia	9
1991	China, Hong Kong	12
1992	Ghana, Senegal	12
1993	Jordan, Yemen, Syria, Israel	10
1994	Argentina, Bolivia, Brazil	9
1996	Mexico, Ecuador	9
1998	India	13
1999	India II	10
2000	South Africa	7
2001	Australia, New Zealand	11
2002	Vietnam, Thailand	10
2005	Turkey, Cyprus	10
2007	China, Tibet, Taiwan	11
2009	Russia, Kazakhstan, Kyrgyzstan	10
2011	Panama, Trinidad, Cuba, Jamaica	12
2013	Jordan, Israel, Serbia and Kosovo	10
	Total all years:	172

GOALS OF THE SEMINAR

It is a given that any worthwhile project cannot be productive without a clear set of well-defined goals. The question, though, is what should happen with such goals when a project is of long duration; what should be the relation between goals for the first year to those for subsequent years?

The history of the Faculty Seminar Abroad demonstrates that goals of a long-term, strategic project have to be conceived as consistent over time and yet flexible. It is important that the goals continue to evolve, with each stage of the project building on the assessment and accomplishments of the previous one. In the case of the Richmond Seminar, as the immediate need for initiating the process of curriculum internationalization was being addressed, we were able to think ahead to future needs, some of which grew out of the possibilities the Seminar was creating, others resulting from the changes happening in higher education in the US, for example in expectations of what higher education was to deliver to students, their parents, and society as a whole. It was also important to respond to opportunities growing out of changes happening around the world such as the Bologna Process of the integration of European Union's higher education and the internationalization of higher education in Asia and Africa. Ultimately, it was the globalization of the world, for good and ill, in politics, economics, culture, environment, health and higher education, which has been the backdrop of the Seminar and a determinant of its evolving goals.

Originally, Seminar goals were driven by the basic objective of faculty development for curriculum internationalization, as defined by the faculty Committee on International Studies and supported by the president. This required taking stock of the number of courses with international content and the number of faculty with international teaching and research interests

and experience. Having conducted a study to assess both, we concluded that we needed to offer faculty members opportunities to expand their academic horizons. As internationalization across the curriculum was increasingly accepted as central to an education for the 21st century not just in the International Studies major, but for most, perhaps for all academic fields, we had to confront the fact that Richmond's faculty education, undergraduate and graduate, not unlike that of academics across the country, was almost exclusively focused on the US and, at best, on the Western world. Clearly, in order to internationalize their courses, faculty would need opportunities to become familiar with other parts of the world: Central and Eastern Europe, Latin America, Africa and Asia, especially that these were the areas where most rapid and significant changes were taking place. We recognized that these changes were inevitably going to affect the US and Richmond's students, regardless of their majors and whether they chose to work in one of the historically 'international' areas or not.

At the same time, we became aware of the importance of strengthening the intellectual community on campus, to create one which would bring together faculty from various schools and academic disciplines. Without such a community it would be very difficult, if not impossible, to address the other goals the University was setting for itself, internationalization and interdisciplinarity being key among them. And so by bringing together a group of faculty from various fields and schools, in a project in which they were expected to be both learners and teachers - educating each other about their own disciplines and how they affected their 'way of knowing' -the Seminar created an opportunity for extensive exchanges of ideas and pedagogical tools, and for developing joint courses and research projects. From annual and periodic assessments of the Seminar, including the most recent one in 2013, we know that these have been among the most successful aspects of the Seminar. "The Seminar provided new linkages

with colleagues from diverse fields. I met faculty members I had not even seen before (...) many have become good friends,” said one participant. “As a result of the seminar I developed a close working relationship with a member of the business school faculty. Last semester I spent several hours working with her students.” (Evaluation, Seminar 1991) An accounting professor wrote about Seminar 1990, “[t]he truly interdisciplinary approach to this international adventure was its greatest strength.” A 1989 participant said, “[a] spinoff of the Seminar has been the development of an interdisciplinary course in German Studies, which is being offered this semester. As it happens, three Seminar participants will be participating in this course.” (Evaluation, Seminar 1989) Another example was the development of a team-taught course involving two Seminar participants from different departments: Introduction to South Asia. It was offered in the spring of 2002 as a direct result of participation in Seminar 1998 to India. One participating faculty member wrote, “[i]n addition, five other participants in either the 1998 or 1999 seminars [to India] contributed instructional units. We plan to offer this seminar again, perhaps as early as the spring of 2004.” (J. Gordon, personal communication, September 16, 2002)

One important caveat: in its very conception, the Seminar was explicitly not intended for specialists in a given geographic and cultural area. Specialists, we agreed, would already have in-depth knowledge and extensive contacts, and would conduct research on their own, probably for more extensive periods of time. The goal of the Seminar was to introduce faculty members to a new area and do so in a broad yet intensive way.

One faculty member wrote in an email, “I applied for and went on the Faculty Seminar to India because I wanted to see Indian art in situ. Without the experience of being in an Indian temple, I felt that I could not convey to students in the Art Survey class the characteristics of Indian architecture and architectural sculpture. However, the trip affected me in a more

profound way. Because of this trip I have become interested in how histories of art are written as histories of cultural values held by the writer of those histories.” (M. Denton, personal communication, September 16, 2002)

Essential to the nature of the Seminar was the acknowledgement of the importance and the benefits of experiential education. And so the Seminar did not spend all of its time in lecture halls or even in meetings with fellow academics; it visited significant cultural sights, interacted with business people, journalists, politicians, artists and activists, and gave participants time to explore the cities on their own, encouraging them to get lost and find their way through interactions, verbal or not, with people on the street or in public transportation.

While learning about new countries and cultures, Richmond faculty were also able to interrogate aspects of US foreign policy. The agenda of the Seminar included meetings with staff at embassies and consulates during which participants could test their knowledge of US foreign policy against the official narrative and actions on the ground. An instrumental goal of these meetings was to enable faculty to advise students preparing to study abroad.

The evolution of Seminar goals was deliberately intended to reflect changes in higher education nationally. As the national conversation about the importance and value of study abroad gained momentum, we responded to it by accelerating our focus on increasing the number of Richmond-based programs. We seized the opportunity to put Richmond in the forefront of national expansion of participation in study abroad and, by creating opportunities for faculty participants in the Seminar, to learn about study abroad and to become engaged in promoting it as an important part of liberal education for all students.

Faculty members are obviously essential in mentoring students about the importance of deliberate choices and preparation for study abroad, neither of which is to be taken for granted at

a time when students are over programmed, too 'busy' to plan ahead, and used to being allowed to do what they want to do, even if they have not demonstrated sufficient attention to widely circulated advice and requirements. Having themselves experienced 'study abroad', faculty are both convinced and convincing about the advantages of academically and culturally integrated study abroad. In frequent comments about the Seminar, participants spoke about being able to use their experience, to feel and be more 'authentic' and 'convincing' in the classroom and in connecting with students during advising. One participant wrote, "While I've always encouraged study abroad experiences among our students, the seminar experience highlighted for me the value of foreign language study and the doors that can be opened through study abroad. The fascinating experiences of our alumni working in Central Asia are specific examples of what lies through those doors. I think that our students want to have these types of transformative experiences, but they need to see that they are realistic and fulfilling. I will continue to advise students to think outside of the box on study abroad and foreign languages so that these opportunities remain open to them." (*Faculty Seminar Abroad*, 2013)

With time and growth of study abroad participation, and with the need for additional opportunities for faculty to find collaborators abroad, the agenda of the Seminar was expanded to include participant involvement in the strengthening of existing and development of new partnerships with universities around the world. This was accomplished by adding visits to partner and prospective partner campuses, where faculty members learned the specifics of the educational systems and the realities for visiting students, which they could then use in promoting and advising on study abroad. By developing partnerships with universities abroad we were able to create integrated study abroad programs, which took Richmond students out of the American island programs. And by adopting a new policy on tuition for semester and year study

abroad, which made it possible for all accepted students to continue receiving financial aid while abroad, we leveled the playing field and increased participation, making Richmond known nationally as an institution where study abroad participation has reached approximately 60 percent at graduation and was not limited to those who did not have to rely on financial aid in order to attend. Clearly these policies were a success beyond just a high study abroad participation rate. In 2013, 81 percent of Richmond students responding to the Cooperative Institutional Research Program College Senior Survey (CIRP-CSS) said that the opportunity to study abroad was a factor in their decision to choose the University of Richmond. (Cooperative Institutional Research, 2013)

Another significant change resulting from partnership agreements was an increase in the number of international students on campus. For a number of years exchange students constituted the majority of international students on campus, making a significant impact on the academic and co-curricular culture. With time, well after the recruitment of degree-seeking international students was undertaken by admissions, exchange students came to constitute about 30 percent of the international population, which has reached 11 percent of the total student population (see chart on page 51). Evaluations and surveys show that seminar participants have been active in supporting international students and in integrating them in the academic content of courses, giving them ‘speaking parts’ in the ongoing drama of teaching and learning.

While visiting partner and prospective partner institutions, participants developed connections with faculty colleagues. Some of these resulted in joint research projects, others in collaborative teaching, still others in bringing students from partner universities to Richmond for mentorship opportunities. These activities, too, became stated goals and outcomes of the Seminar. One participant recalls, “This experience and the people I met on the trip, UR faculty

and international faculty, have changed the way I view the world and my teaching and research. For instance, on the 2005 seminar to Turkey, I established connections with faculty members in Turkey who later invited me to conferences and major events. I have begun to teach a course entitled “Sex and Gender in the Middle East” with a heavy emphasis on Turkey. Moreover, while I had studied Turkey on my own, going with the UR community to a number of Universities allowed me to make contacts with others working on similar topics of research. The contacts have been invaluable and could not have been made otherwise.” (*Faculty Seminar Abroad*, 2013)

Like their students, faculty members benefitted from understanding and experiencing different educational systems, which the Seminar made possible. After all, a comparison of what we practice in the US, especially in the context of a liberal arts institution, with a radically different approach to creating and transmitting knowledge allows us to think critically about our practices and whether they need to be reviewed and revised.

When the Seminar began in 1989, Richmond had very few international alumni and almost no contact with the few it had. But as the number of international and study abroad alumni increased, so did the opportunities and the need to establish connections and to keep them connected to their alma mater. The Seminar was such an opportunity. In preparing for each Seminar, we began to search for alumni, whether Americans living and working abroad or international students. Increasingly, we were able to schedule meetings with them. While the University is likely to benefit from this cultivation of alumni in a variety of ways, participants were able to hear directly from people in various walks of life, who had the added advantage of dual perspectives on local life and culture, one stemming from their time at Richmond and another the result of their ‘native’ status in the country we were visiting.

The most recent addition to the goals of the Seminar is its contribution to the development of an institution-wide program of collaborative on-line teaching involving Richmond faculty with colleagues from partner universities around the world. A systemic approach to such a program can provide greater integration of both students and faculty with partner universities and contribute to further internationalization of the campus (known in international education as ‘internationalization at home’). Should Richmond COIL become an institutional academic priority, it has the potential for making Richmond even better known for the extent of comprehensive internationalization. In Newsweek’s 2008 college guide the University was recognized as the “hottest for international studies.” (Childress, p. 80) It could earn such recognition again in the future.

From the very beginning of the Seminar, community outreach, to communities in Richmond and abroad, has been an important part of the overall agenda. For example, after the 1989 Seminar, a historian wrote in his report that a mere four days after returning, he offered a lecture at the Virginia Historical Society on the 50th anniversary of the outbreak of WWII, which included experiences during the Seminar in Eastern Europe and the Soviet Union. A local reporter in attendance wrote an article on the Seminar in the *Richmond Times Dispatch* (Slack, 1989). Soon thereafter same historian co-authored an op-ed piece in the Washington Times and in September 1989 lectured at Catawba College on “Perestroika and Eastern Europe.”

Another participant wrote, “We did ‘see the sights’ and ‘experience the flavor’ of these countries, but much more than that, almost every day we had extremely valuable meetings with scholars, writers, and other professionals who could give us genuine insights into the social, cultural, economic and political life of the countries. These were not officially approved spokesmen or random intellectual dissidents.” (Post-Seminar Evaluation, 1990)

RECRUITMENT

Recruitment for the Seminar has been, and it should always be, a strategic issue. Since its original goals included internationalization of the curriculum, the creation of a University-wide intellectual community, and support of interdisciplinarity, it was important to reach the widest possible audience among the faculty, from those already committed to or at least interested in bringing about internationalization, to those who were not quite convinced that these issues mattered. So it was essential to reach out to faculty in all schools and departments on campus.

Initially, the primary recruitment tool for the Seminar was extensive and repeated publicity. This was not easy before the time of websites, digital advertising on flat screens, and even email list servs. But, as anyone who has tried to initiate a new program knows, capturing faculty attention is not easy even with all this new technology in place. Emails and announcement are often not read carefully or ignored altogether. Yes, people are busy, but there is another issue: despite all of the talk about community, interdisciplinarity, and institutional strategic plans, for most faculty members' individual teaching responsibilities and research agendas trump everything else. For most administrators, from department chairs to deans, provosts, and even presidents, any initiative takes a distant back seat unless they consider it to be squarely in their area of responsibility.

The result is that faculty members are often not even aware of institution-wide initiatives and don't know many colleagues outside of their own department. Recruiting faculty to participate in a fundamentally international and interdisciplinary experience, which proposes to take them outside of their area of academic specialization, as well as cultural and physical familiarity, and outside of what they consider to be important for their own career path is, and probably will continue to be, a challenge. Yet, our expectation was that the value of the program

would carry the day. To a significant extent it has.

When the Seminar was discussed at various institutions, conferences, and workshops in the US and abroad, the reaction, almost without fail, has been “you must have to reject a lot of people.” And yet this has not been our experience. The funding has, in most cases, been sufficient for a group of 10-12 and in most instances we did not have to exclude more than one or two applicants, in many cases none. So why did more people not embrace the opportunity to learn about and experience an ‘exotic’ country and culture, in comfort, with all arrangements in place, and at no cost, while adding to one’s knowledge and repertoire of courses? It is a question we have pondered ever since the first Seminars and have asked in various ways, at various times, in the process of assessment. Following are our conclusions based on many sources and thoughts. They have evolved over the years, as has the Seminar, and will, we trust, continue evolving if the Seminar is continued.

As with many new institution-wide projects in the academy, making progress towards accomplishing goals depends not only on proactive recruitment. In conversations with faculty members we learned of their conviction that, if participation in the Seminar were seen as taking time away from valuable research and publication time, only the most determined and independent souls would accept the risk. We realized that we would have to work with deans and department chairs and seek not merely their tacit approval of the Seminar, but for active support, including asking them to let it be known that participation in the Seminar would, at the very least, not have a negative impact on pending tenure and promotion cases or on annual evaluations. With those who saw the Seminar as a significant institutional asset we went further, asking them to recommend participants and suggest to some faculty members that they apply.

Most important was always the issue of tenure: would tenure-track faculty be risking repercussions for participating in the Seminar if chairs or deans indicated in any way that they should devote all of their summers to research? A serious concern in the initial years of the Seminar, this particular obstacle was largely overcome as administrators at various levels expressed their recognition of the contribution the Seminar was making to the University as a whole. As we now know, most of those who participated before tenure have already gone through the process successfully. There has been no indication that anyone's tenure process was negatively impacted. Based on data gathered through a survey conducted in 2013 among past participants, 85 percent of respondents who were pre-tenure at the time of their participation have gone on to receive tenure or have not yet reached the tenure review.

It is significant that the Faculty Seminar Abroad, which is recognized nationally (see list of awards on page 67) has become a source of institutional pride. Candidates for positions at Richmond are very often told about it and are attracted to Richmond by what it says about the institution's commitment to faculty development and to internationalization. Yet the number of applications has not changed in a significant way; a sobering fact.

In considering obstacles to participation, we have come to accept the fact that, even with further progress in internationalization and growth of interest among faculty, some obstacles will remain: commitments to children and spouses; the value Americans place on privacy and individualism, some of which one must give up in order to participate in what is very much a group project; additional work prior to, during, and after the Seminar; and even a reluctance to go outside of one's comfort zone. So as enriching as the Seminar is, according to all respondents to a recent questionnaire and to what even those who have not participated acknowledge, recruitment will continue to be a challenge. Anyone planning a similar faculty development

project ought to recognize this as a reality.

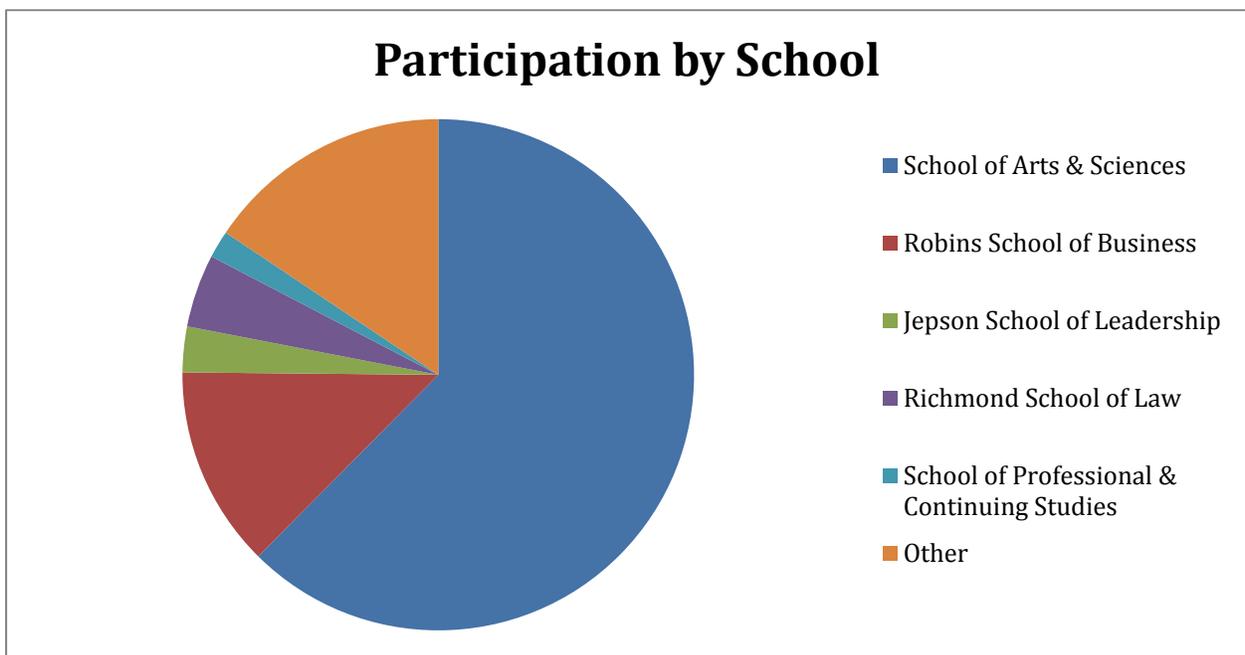
PARTICIPANT SELECTION

The process of selecting participants should be designed to reflect institutional realities such as the state of internationalization across the campus, at constituent schools and departments, specific Seminar goals for a given year, and the anticipated number of applicants versus the budget. In other words, the selection of participants should be treated as a tool for accomplishing both long and short-term goals.

At Richmond, the selection of participants has always been conducted through an application process. Prospective participants were asked to describe their past international experience and teaching, their plans for using the outcomes of the Seminar, and their academic goals related to internationalization. As part of the application, faculty had to agree to participate in all Seminar sessions, both on campus and in country, to complete a written report in which they would discuss what they learned during the Seminar and to describe the ways in which they planned to use the experience in future teaching and research. Review of the applications was conducted primarily by the Seminar leader, the dean of international education, with feedback from department chairs and deans, especially if the applicant was not yet tenured. The list of participants was finalized in consultation between the dean of international education and the provost to whom the dean reported, who also funded the Seminar.

The goal was to select a group of participants from as many of the five schools at the University as possible, representing a wide range of departments in the humanities, sciences, and social sciences, as well as business, law, and leadership studies. Every Seminar except one (1994) had representation from at least two of Richmond's five schools. In most cases three or more schools were represented. Over time, all five schools have been represented, as were

academic support units such as the Boatwright Memorial Library, Academic Skills Center, Counseling and Psychological Services, and the Writing Center, among others. In order to facilitate wide-ranging intellectual and pedagogical discussions and broad range of outcomes, it was considered important to have a representative distribution of gender and academic rank. Overall 40 percent of participants have been female and 60 percent have been male. However, the gender balance for the most recent Seminars has been almost exactly 50 percent male and 50 percent female.



Faculty rank among participants was fairly evenly split, with assistant professors, associate professors and full professors each at 25-30 percent of the total. The remaining participants were long-term non-tenure-track faculty or librarians. Initially, we found reluctance among pre-tenure faculty to apply. In informal conversations, we were told that potential candidates felt their tenure prospects might be negatively affected by participation. They were also wary of dedicating even a small part of the summer to anything other than research. With

time, and evidence, pre-tenure participation increased and we found no evidence of negative consequences of participation (see discussion on page 35).

One of the lessons from our long experience is that, in order to accomplish all of the goals of the Seminar, including participation by faculty from different schools and departments and the balance of rank and gender, it may be useful to invite some faculty to consider applying. This was sometimes done by department chairs and deans, but it could also be done by the leader of the Seminar.

As if to demonstrate the role the Seminar could play in supporting interdisciplinary, cross-campus collaboration, when the group of participants first met, many did not know each other, even though the total number of tenured and tenure-track faculty at Richmond between the beginning of the Seminar in 1989 and its last iteration in 2013 increased from 205 to 298. It also became clear that people held preconceived, stereotypic notions about each other mostly based on schools or academic fields. It was not uncommon to hear expressions of surprise from Arts & Sciences faculty about the ‘intelligence’ and ‘education’ of colleagues from the School of Business, and surprise from business faculty about the common sense and realism of humanists. Following the Seminar, participants frequently continued to work and stay in touch with each other in a variety of ways, including the creation of new interdisciplinary courses, collaborative publications, visiting each other’s classes, and working with each other’s students. One participant remembers, “It was the first time actually as an Assistant Professor that I interacted this much with faculty from other colleges. I published several papers and book chapters with one faculty member from political science after meeting her [on] the Faculty Seminar.” (*Faculty Seminar Abroad*, 2013) Another faculty member from the 2013 Seminar recalls, “For instance, I plan to approach [another participant] about doing a cross-over module or text in common

between our courses in the coming semesters, and [a third participant] and I are still planning to teach a Caribbean Literature and Art course together.” (*Faculty Seminar Abroad*, 2013). Two participants from the 1996 Seminar to Mexico and Ecuador co-authored an article a few months after return from the Seminar. These faculty came from different departments. (Oberg and Lascu, 1996)

PARTICIPANT PREPARATION

A crucial element of the Richmond Seminar, one which distinguishes it from other faculty development programs such as those organized by the CIEE and IES, is the extensive preparation, which takes place during the semester preceding the international on-site segment. This includes joint creation of a reading list and approximately eight to 10 meetings. Participation in these meetings is required, just as is participation in all activities abroad. It is at this stage that the collaborative nature of the Seminar is developed: each participant is both teacher and learner, a messenger from his/her academic discipline, who has to demonstrate to others the essential foci and methodologies of the field while looking at it critically and addressing the countries, cultures, political and economic systems being explored. The interdisciplinary nature of the Seminar is both stressed and elaborated in this phase.

The preparatory meetings have a number of goals. The first is to create opportunities for participants to come to know each other in a familiar setting, before they set off on the intensive international experience. One past participant described the preparatory meetings as the time when the cohesion of the group is formed so that by the time the group travels, participants are ready to engage with each other in greater depth, and to 'read the locales' together. Another goal is to involve participants actively in the creation of a shared reading list, which usually includes sources of a general nature, as well as some in specific academic fields represented by

participants. Some of the readings are recommended by specialists from the University and others located at other institutions, research tanks, and organizations. General resources on reserve for each Seminar include fiction and non-fiction, films, and poetry.

Each faculty member prepares a presentation based in her own academic field. Here are a few examples:

- Dr. Zeddie Bowen, University Provost, spoke on the geology of the African continent (Ghana & Senegal, 1992)
- Dr. Rafael De Sa, Biology, spoke on “The Environment and Population Issues in India” (India I, 1998)
- Dr. Jennifer Nourse, Sociology & Anthropology, spoke on gender, religion and the secular state (Turkey, 2005)
- Dr. Margaret Denton, Art and Art History, spoke on the Oligarchs of the art world (Russia, Kazakhstan & Kyrgyzstan, 2009)
- Dr. Laura Runyen-Janecky, Biology, spoke on ecology, disease, and the development of the Caribbean (Trinidad, Cuba, Panama, Jamaica, 2011)

The presentations allow each participant to combine general preparation on the culture, politics, history, and economy of the studied country/region with a focus on her/his own area of academic expertise while educating members of the group not only about the subject matter at hand, but also about the sub-field’s ‘way of knowing’. A useful way to think about this aspect of preparation is by drawing a parallel with Richmond’s general education requirements which are constituted as a series of specially created field of study courses. These purposefully developed courses introduce students to both the subject matter and the methodologies of specific fields while creating for faculty an incentive to think of their field in fundamental ways.

This parallel between the structure and content of the Seminar and undergraduate teaching is a demonstration of the ways in which the Seminar is an instrument for combining international education with other institutional priorities and strategic goals, whether they be general education, internships or civic engagement.

In-depth knowledge about the area of the world to be visited is also presented to participants by regional experts among Richmond's faculty. These sessions are opportunities for faculty integration across schools and disciplinary fields. Other guest speakers, often recommended by the participants, come from universities, think tanks, and various organizations. They address issues of current importance or historical and cultural relevance. For example, in preparation for the 2009 Seminar which traveled to Russia, Kazakhstan, and Kyrgyzstan, the former Ambassador of the United States to Kazakhstan, John Ordway, spoke about the relationship between Kazakhstan and the Soviet Union. We have also experimented with inviting students from the region to speak to the group. This, we hoped, would encourage faculty members to consider using international students in the classroom setting, giving them 'a voice' and other students an appreciation of what they can learn from internationals.

Finally, the preparatory meetings are a forum for discussing practical and logistical matters such as visa applications, health matters, packing, suggestions for the itinerary, and rooming arrangements. As mundane as such matters seem, they are a useful tool for giving participants a sense of ownership of the Seminar.

In addition to the meetings, there has usually been a Blackboard course for Seminar participants. This is a tool for sharing readings and presentation materials, as well as distributing documents and forms such as itineraries, rooming assignments, and emergency forms. In future years, some of these will be distributed and collected using Terra Dotta Software.

The above extensive description of the preparatory phase of the Seminar should serve anyone intending to create a similar Seminar or another version of it.

CREATING THE ITINERARY

Putting together an academically founded, politically and historically relevant, and culturally rich itinerary is not a simple matter. Our tactics for creating intellectually challenging, in-depth agendas and memorable cultural experiences year in and year out have evolved over time and in concert with those goals. At the same time, we had to be cognizant of the current situation in the country, especially since we focused on countries in transition, often in rapid flux. For example, when we traveled to The German Democratic Republic (East Germany), we were told that Americans did not need a visa, but when we arrived, the border guards insisted we did need one. Fortunately they were willing to sell us the visas. In 1993, when the Seminar went to Jordan and Israel, the Allenby Bridge between them was open some days and closed on others, without warning. We had to be prepared to make last minute changes in the itinerary, if need be. And in 2005, we were told that it is impossible to enter the Republic of Cyprus from the Turkish Republic of Northern Cyprus, but when we walked up to the border and told the guard that we wanted to see an art exhibit on the other side, he simply waived us through, though not our Turkish guide.

In constructing the initial itineraries, we relied on organizations with a mandate to support the flow of academic exchanges between the US and the rest of the world and on local organizations with similar goals. Fulbright offices abroad, offices of the Institute for International Education abroad, and Congress-funded American Institutes abroad were very helpful, as were such local organizations as the National Centre for Culture in Ghana, the W.E. B. Dubois Centre for Pan Africanism, the Mampong Herbal Research Center, and the Ashanti Traditional Council. We also relied heavily on personal connections in the US and abroad, often academics from the country currently in the US and American experts in the area, academics and

diplomats some of whom we invited for pre-departure presentations and consulting on in-country agendas.

With time, as internationalization of the University progressed, we were able to connect with past visiting scholars, artists, and writers. For example, Tatyana Tolstaya was back in Moscow when the Seminar arrived there in 1989. While perestroika was in full swing, food was hard to come by. She saved us from near starvation by cooking up some potatoes for the group. As importantly, having spent a semester at Richmond, she knew and trusted us so she told us what no official representative or even an academic would. She also knew how little most of us understood about the country at that moment so could address our ignorance.

The itinerary of the 1993 Seminar was created in collaboration with Moawiyah Ibrahim, an archeologist who had spent a year at Richmond as a Fulbright Scholar. He also led the group through Jordan and was responsible for making possible a short visit to Damascus.

Once we began developing the Richmond global network of university partnerships and alumni, international students and Americans living in the region, planning the itinerary became even richer. We found that Seminars grounded in visits to existing or potential partner universities, where participants have the opportunity to meet individually with colleagues in their academic specialization and to hear lectures by faculty specialists have the most predictable outcomes. It is out of such academic contacts that future collaborative teaching and research are likely to develop and they are most likely to contribute to making the Richmond Collaborative Online International Learning program an academic reality. And it is such campus visits that contribute to making faculty most effective as study abroad and international student mentors. Having seen and understood the academic and co-curricular cultures of partner institutions, they can speak with authority and conviction about them.

At the same time, we would not want to limit the Seminar to academic contacts only. In order to understand and experience a new country and culture, it is important, and much appreciated by participants, to have opportunities for meetings with politicians, journalists, business people, and ordinary citizens. Even tour guides have been mentioned by participants as good sources for critical understanding of the local situation. The Intourist guide in the last year before the disintegration of the Soviet Union was a gold mine of information on perestroika and how it affected the confused citizenry. Historical cultural sites were equally important sources of knowledge. For example, visiting Petra and Jerash gave Seminar participants crucial insights into Jordan, its past and its present, not to mention an appreciation of the history of globalization, and so much more. And in Yemen, would we have wanted to forego a conversation with the first and only woman running in an election or another with a member of the US embassy diplomatic staff who was abducted a few days after our departure by a local tribe and released a week later only to speak of how well he had been treated and how he came to understand the complexity of Yemen's political situation.

One participant in the 2007 China Seminar said that a most valuable part of the Seminar was discovering that “[e]ven in China, meticulous planning led us to remarkably candid academics and government officials whom we could question in relatively informal meetings.” (*Faculty Seminar Abroad*, 2013) This kind of interaction can become the foundation of a research or teaching relationship with a colleague from another university. One example of this outcome is Dr. Laura Runyen-Janecky's collaboration with a doctoral student from the University of West Indies, Jamaica campus, which the Seminar visited in 2009, the news of which was shared campus wide. (*Research Across Borders*, 2012)

Richmond alumni, on the other hand, became a source of information about daily life and economic realities. They also became recruiters of future international students and supporters of study abroad participants. This is particularly interesting and indicative of the ways in which the Seminar evolved over time, identifying opportunities for further internationalization and filling in the neglected areas. International alumni and Americans working abroad had until recently constituted a very small percentage of the total alumni population and, as a result, were not on the agenda of the very busy alumni office. The Seminar's connection with them helped to put this population on that agenda and to connect it with the University, for mutual benefit.

IMPACT OF THE SEMINAR ON COMPREHENSIVE INTERNATIONALIZATION

The basic concept of a Faculty Seminar Abroad as a tool for faculty development, and consequently for comprehensive internationalization, can serve a variety of institutions, depending on the status of internationalization and the extent of institutional commitment to its expansion. Faculty interest and readiness to embrace such a Seminar is, of course, very important, but if not great initially, it can be developed by thoughtful and deliberate work on the part of international administrators working together with the provost, deans, and department chairs.

At the University of Richmond, the Seminar was conceived in response to the decision to create an interdisciplinary major in international studies and the realization, on the part of a group of faculty and the administration, that the University had to respond to changes in the world, which had become interconnected. The thinking was that Richmond students had to be prepared to function in the globalized world as workers and as citizens. The faculty committee concluded that not just the international studies majors, but all students, needed and deserved access to courses with significant international content and to long-term study abroad

opportunities. This led to the creation of the Office of International Education (OIE) and the position of its director, both with a mandate to internationalize the University as a whole.

As the major grew and became one of the largest on campus, the Faculty Seminar continued and became a cornerstone of comprehensive internationalization. Work on various aspects of internationalization included in the recommendations of the International Studies Committee was expanded. In addition to curriculum internationalization, study abroad and faculty development, it included efforts to increase the numbers of international students and visiting scholars as well a variety of programs such as lectures, art exhibits, dance and music, and an International Film Series. Other aspects of internationalization grew out of earlier successes and the needs they in turn created. Each step along the way towards comprehensive internationalization involved collaborative work between the Office of International Education and various schools and departments, as well as such units of the University as admissions, financial aid, the registrar, dean of students' offices, academic support services, alumni and career services, and university communications, among others.

Impact on Exchanges

Some ten years after the Seminar was initiated, a new and important goal was added to its agenda: the support of existing relationships with partner universities and the development of new ones. This meant that the Seminar began visiting campuses of exchange partners, to meet with faculty in their own respective disciplines and specific areas of research and teaching, attend lectures and discussions on a variety of subjects, but also meet with staff supporting visiting study abroad students. Also included were visits with Richmond students currently abroad at those partner universities, and even tours of the residence halls, all in an effort to give

participants a full sense of the partnerships and an opportunity to become involved in all of their aspects.

The Seminar would also visit campuses of prospective partners. These visits included the same range of activities, but the outcome of these visits was to determine whether a particular or exchange would serve Richmond well; was this a good match of institutions?

Data shows that results of such visits varied. One example of success was Argentina. The Seminar traveled to Buenos Aires and Cordoba in 1994, and within the next year two new agreements were signed: at Universidad Torcuato di Tella (UTDT) and Universidad Blas Pascal. Prior to 1994, no Richmond students had studied in Argentina and since that time 75 have studied at these two partner universities; 61 studied at the third partner university, Universidad Catolica Argentina, which was added in 2005. Another example of success was the addition of Bilkent University as a partner in 2007, after the Seminar traveled to Turkey in 2005. Prior to the signing of the agreement, no Richmond students had studied in Turkey; since that agreement was implemented, 16 students have.

However, the connection between the Seminar and study abroad is not always so clear, or at least not as immediate. In 2011 the Seminar traveled to the Caribbean, including visits to the Trinidad and Jamaica campuses of the University of West Indies (UWI) which was a new Richmond partner at the time. The Seminar's visit did increase faculty knowledge of this new opportunity for student study and faculty research, and produced collaboration between faculty at the two institutions. However, the four Richmond students who have studied at the University of West Indies between 2011 and 2013 went to the Barbados campus, which was the only UWI campus that not on the Seminar itinerary. This demonstrates that outcomes of a process as complex as faculty involvement in exchanges cannot be expected to be immediate or obvious. It

may require a number of years during which faculty knowledge enters courses and advising. It is also possible for peer impact and changes in the current situation in a given country to delay or even annul a Seminar's outcome.

More examples of the Seminar's impact on study abroad at relevant exchange partners can be found in the chart below.

Seminar Impact on Study Abroad at Exchange Partners

	Student #s prior to Seminar	Student #s after Seminar	Country Totals before Seminar	Country Totals after Seminar
Bilkent University	0	16	Turkey: 0	Turkey: 16
University of West Indies	0	4	West Indies: 0	West Indies: 4
University of Ghana	0	3	Ghana: 0	Ghana: 3
National Chengchi University	0	13	China: 0	China: 30
Tsinghua University	0	8		
China Studies Institute	0	9		
Universidad Blas Pascal	0	27	Argentina: 0	Argentina: 136
Universidad Torcuato di Tella	0	48		
Universidad Catolica Argentina	0	61		
ITESO	0	23	Mexico: 0	Mexico: 45
ITESM	0	22		
Curtin University	11	13	Australia: 63	Australia: 476
Macquarie University	24	121		
University of Melbourne	13	106		
University of Queensland	15	218		
University of Sydney	0	18		
University of Otago	5	119	New Zealand: 5	New Zealand: 119

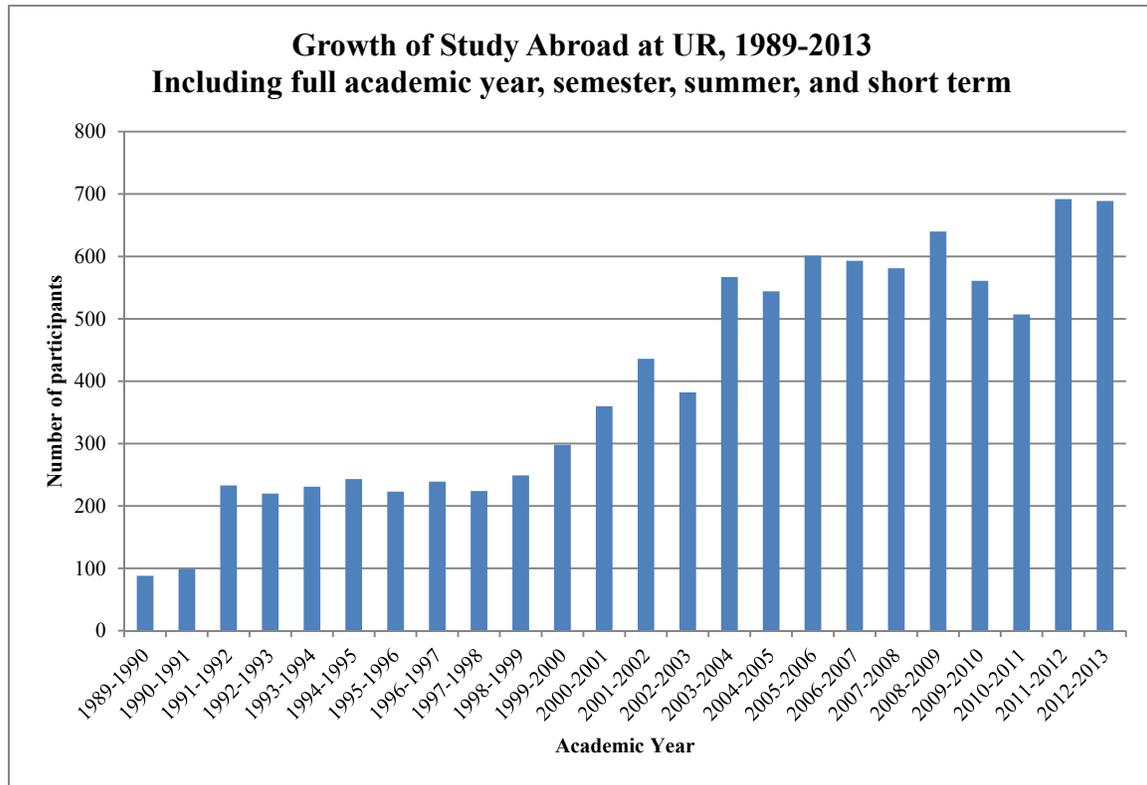
Impact on Study Abroad

Building on the expansion of exchange partnerships described in the previous section, the Seminar also influenced the model of study abroad and overall participation. While prior to the creation of the OIE, the only Richmond programs took place in the summer, were directed by Richmond faculty, and were administered by the Summer School. The few students who studied abroad during the academic year for a semester or a year did so on programs offered by third-party providers or specific institutions. Richmond College in London was the only destination where a number of mostly male students went. The mystery of why this was the case, a puzzlement to staff at both Richmonds, was finally decoded when we realized that students, mistakenly, assumed an institutional connection and therefore improved chances of credit transfer (N.B. Richmond College is the men's college here).

By the 1990s, with globalization in the air, the focus on the pragmatic value of higher education - job readiness in an interconnected world, study abroad across the country was picking up steam, though the primary engine of increase was the growth in short-term programs. Yet, the absolute numbers and the percentage of student population participating was, and still is, very small, less than two percent. (Heyl, 2007, p.48)

At Richmond the rationale and the strategy were unique. Our goal was to create a study abroad structure, which would avoid the American island phenomenon, offering students integration into the local culture and academic structures. It was also to create a system which would offer opportunities to all students, regardless of their financial status, and avoid the long-standing tradition that study abroad was for those who did not have to depend on financial aid. Institutional exchanges accomplished both of these goals. Once students were told that a semester of study abroad could cost them essentially no more than a semester on campus,

depending on their program selection, and that they would be able to graduate with their class, participation increased steadily. It has now reached approximately 60 percent of the graduating class.



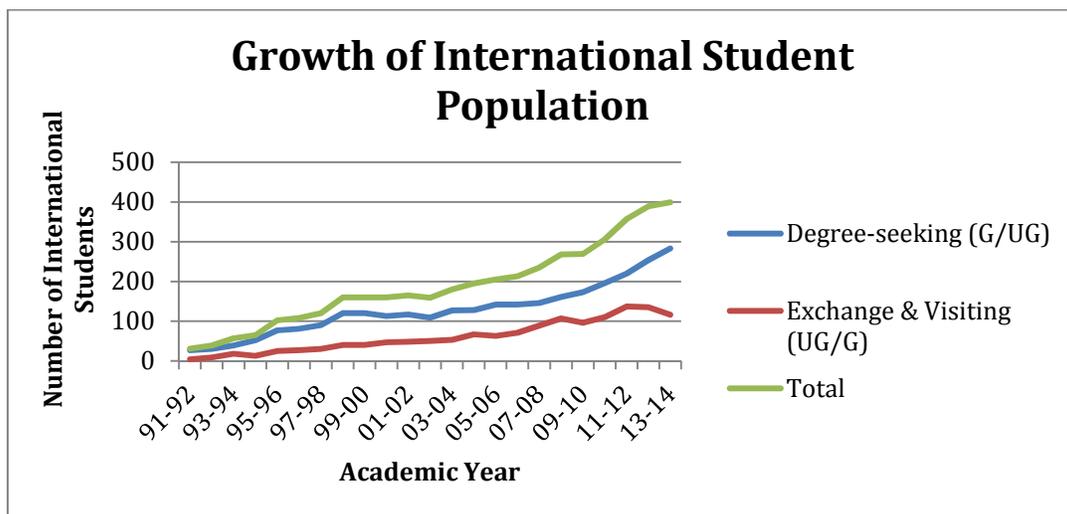
Impact on International Students

The international student population has increased significantly since the beginning of the Seminar. As represented in the chart below, Richmond has two populations of international students: degree-seeking students, who come to Richmond for four years and graduate with Bachelor’s degrees, and exchange students, who come for a semester or a year through one of the bilateral agreements with institutions worldwide. Exchange students constitute approximately one third of the total international student population while two thirds are degree-seeking students. The two populations have grown at similar rates until around 2009 when the degree-seeking student population began increasing at an extremely high rate as a result of increased

international recruitment and the University’s newly established visibility, particularly of the highly ranked Robins School of Business. At the same time, exchange student numbers flattened and even decreased somewhat.

The growth of the exchange student population is due, in part, to the increase in the number of partner universities. However, the Seminar has contributed to the increase of both exchange and degree-seeking students. As previously pointed out, about ten years after the beginning of the Seminar, two of its main goals became search for new partnerships and strengthening of existing ones. Additionally, the Seminar has sometimes, for example in 2009, visited secondary schools and connected with organizations such as Education USA, which recruit students for study in the United States. Similarly, establishing connections with alumni abroad contributed to the recruitment of local students.

Considering the significant increase in the international student population on campus, which currently stands at 11 percent of the student body, faculty need to be aware of these students in their classrooms, to be willing and prepared to use their cultural perspectives in order to provide an international education for everyone and support for international students. The Seminar plays a significant role in involving faculty in these new opportunities and challenges.



ASSESSMENT

As is the case with all projects, the success of the Faculty Seminar Abroad in accomplishing its stated goals needed to be assessed. And as the Seminar continued beyond the first year, its goals changed in concert with the progress of the internationalization process at the University. Consequently, assessment had to become more complex and comprehensive.

The outcomes of the Seminar have been assessed in several ways over the years. The most consistent form of assessment was through the required post-Seminar evaluation, which has remained consistent since the Seminar's inception. After each Seminar, participants were asked to address individual, academic outcomes, how they planned to include the visited country(ies) in their teaching and research, and how they planned to share their knowledge and experience with colleagues, students, and members of the community.

In addition to assessing the program during the preparatory part on campus and the in-country portion, we also gathered data on the outcomes related to the curriculum and to faculty learning. This data was collected through two surveys. The first, administered in 1995, was primarily focused on learning why some faculty did not apply for participation in the Seminar, and for those who did participate, what were their suggestions for future destinations that would contribute to teaching and research. The second survey was administered in 2013, as we started writing this monograph, with the primary goal of learning about how the Seminar has affected the teaching, research, and student advising of past participants. The results of both surveys are discussed in depth below.

Annual Post-Seminar Evaluations

The required post-Seminar evaluation was the most consistent form of program assessment. Participants were asked to rank the quality of logistical aspects of the Seminar on a

1-5 scale. These included the pre-Seminar preparatory meetings, the accommodations while traveling, the Seminar leader, the lectures on-site, and the pace of the daily itinerary, among other things. Participant responses have been uniformly positive, as quotations from them in the body of this monograph and in Appendix A demonstrate. The most frequent critical comments dealt with the intensity and the pace of the in-country schedule. There were complaints about the lack of free time so corrections had to be made. The result was that evening sessions intended for processing the day's events and identifying the ways in which academic fields affected the 'reading' of what we saw and heard had to be abandoned. Some of the evening and morning sessions were dedicated to 'survival' language learning. These too fell by the wayside as we accommodated requests for 'down-time'. But while evening sessions became less frequent, we continued to use airport layovers for discussions. The pace of the Seminar has been one of the most challenging aspects of planning each Seminar. Having acknowledged that experiential learning is important, we have worked hard to strike a balance between the rigorous academically-focused program and the cultural and social aspects of it.

1995 Survey

The 1995 survey was sent to 235 full time faculty, participants and non-participants alike, and produced 38 responses, for a response rate of 16 percent. The survey elicited frank responses from faculty, primarily from the School of Arts & Sciences, on why they had never participated in the Seminar. Three respondents cited family obligations or the lack of inclusion of spouses in the trip. Three others said they didn't think the Seminar was relevant for them because they were not teaching in CORE, a first year course for all students, which included texts from a number of cultures. Faculty teaching it had priority in acceptance to the Seminar, but others were encouraged to apply. A few said they were not interested. As mentioned in an

earlier section, family commitments continue to be an obstacle for broader participation, and will likely remain so. Some respondents said that, despite barriers, they would participate if the Seminar were shorter, one to two weeks long instead of up to three weeks. In response to these concerns, the Seminar has been shortened by a few days, with the goal of making it no longer than two and a half weeks. However, we do believe that making it much shorter would limit its effectiveness, and so there have been no plans to shorten it significantly.

Respondents also offered input on where the Seminar should travel in future iterations. Many of the suggestions have been implemented in the years since the survey was administered: Latin America (1996 & 2011), India (1998, 1999), South Africa (2000), Australia (2001), New Zealand (2001), Thailand (2002), Vietnam (2002), Turkey (2005), Cyprus (2005), China (2007), Tibet (2007), Eastern Europe (2009), English-speaking Caribbean (2011), Cuba (2011), and Israel (2013). The above demonstrates that faculty input through assessment, and various other means, has played an important role in determining the destinations of future Seminars. The exception was the recommendation for a Seminar in Western Europe, which was not implemented because the goal has always been to expose faculty to countries and cultures which are difficult to navigate and where few had prior experience or connections.

2013 Survey

The 2013 survey was sent to 103 faculty who have previously participated in the Seminar, and produced 58 respondents, which represents an impressive 56 percent response rate – significantly higher than the response rate from the 1995 survey. It also suggests strong commitment to the Seminar by past participants and their willingness to dedicate time to providing input.

The surveys were administered in different ways: the 2013 respondents enjoyed the convenience of online responses data collection, which the 1995 recipients did not. Additionally, the surveys are not easily comparable, as their overarching goals were not the same. They were also intended to reach different audiences.

In the 2013 survey, 55 percent of respondents were tenured versus 45 percent who were pre-tenure or not on tenure track. The largest percentage of respondents, 40 percent, came from Arts & Humanities. 10 percent were from the Natural Sciences, Mathematics, and Computer Science, for a total of 50 percent from the School of Arts & Sciences. 18 percent were from the School of Business faculty, and the remaining came from Leadership Studies, Law and other disciplines. This is a fairly representative sample of the faculty of the School of Arts & Sciences, which constitutes 66 percent of the total faculty, and an excellent sample of the School of Business faculty, which constitutes 19 percent of the total faculty population

In response to whether they felt adequately prepared for the Seminar, through readings, meetings and presentations by experts and other participants, almost 92 percent of respondents replied in the affirmative. One participant said she wished the pre-Seminar preparatory meetings were longer so the group would have more time for the valuable discussions that took place in that setting.

We wanted to know what past participants thought about requiring a specific teaching outcome as a condition for participation in the Seminar in the future. For example, requiring the creation of a new course or module. 72 percent of respondents disagreed with the addition of such a requirement saying, for example, that “[m]any faculty do not have the freedom to design new courses, especially as their departments or programs make greater demands on their time.” (*Faculty Seminar Abroad*, 2013) Another respondent said, “this requirement would make it very

difficult for many faculty to participate. In my department, we have many demands on our teaching, and it is just not always possible for faculty to develop a new course because they want to.” (*Faculty Seminar Abroad*, 2013) However, many went on to explain that they objected to the requirement of creating a new course; the creation of a required module within an existing course was acceptable. Many actually felt that some less extensive teaching outcome was a good idea, with most feeling that the requirement should be flexible, to account for the fact that different departments and faculty ranks have various pressures on time. Others felt that the word “requirement” was too strong. They supported the idea of encouraging or even expecting participants to show tangible teaching outcomes of the Seminar, but that requiring them was unnecessary, perhaps even counterproductive. “Required is, perhaps, too strong a word; 'expected,' or 'encouraged' might be better,” said one participant. “In my case, I now teach a course first offered in 2008 that would not have been possible if not for my first international experiences during my first Faculty Seminar in 1994. Granted, fourteen years gestation for a whole course is not anything to brag about, but I can also say that every course I have taught since that first Seminar has had some beneficial input from the experience.” (*Faculty Seminar Abroad*, 2013) So while this faculty member didn’t create a new course or module immediately after returning from the Seminar, when time allowed, s/he included what was learned during the Seminar in a new course. This response demonstrates an important aspect of the complex issue of assessment: outcomes can take time, require opportunities, but also prove that the Seminar has a lasting impact.

Those who objected to adding a required course creation pointed out that this would be likely to limit the number of faculty applying to the Seminar. We agree this is a possibility and a concern since the goal is to include even those who are hesitant about participating in this

challenging program. However, as the stress on assessment continues to increase in higher education, it may become necessary to show further concrete evidence of the Seminar's immediate impact on the curriculum; a required teaching outcome could be an instrument to demonstrate outcomes.

It should be stressed that without a requirement, more than 20 percent of past participants have created whole new courses as a result of the Seminar. An additional 39 percent created a new module in an existing course and almost 77 percent modified an existing course to include knowledge gained through the Faculty Seminar. Considering these tangible outcomes, it is clear that the Seminar has had a significant impact on participants' commitment to internationalizing the curriculum across schools and disciplines.

More than 78 percent of faculty members agreed that, as a result of their participation in the Faculty Seminar, they know more about study abroad opportunities for Richmond students. Furthermore, 71 percent of participants encourage students to study abroad more than they did before participating in the Seminar. This is a clear confirmation of results from a 2013 survey about advising for study abroad, which was conducted by the Office of International Education. In that survey, students reported that the most important in their decision about where to study abroad were academic concerns, especially course selection. (*Study Abroad*, 2013) Faculty play a key role in advising on this issue; their input and encouragement are crucial to continuing the high rate of study abroad at the University. As one faculty member stated, "The blind cannot lead the blind well. Faculty are important guides for our students to better comprehend the twenty first century global village in which we all live. Accordingly, faculty need some first-hand experience in societies outside of our own to better appreciate the perceptions, interpretations and reactions to the world in which we all live." (*Faculty Seminar Abroad*, 2013)

Almost 60 percent of respondents indicated that participants have created opportunities for returned study abroad students to use the experience and learning gained during study abroad in their courses. Similarly, more than 60 percent also agreed that they work more closely with international students than they did before the Seminar, using their presence in courses and attempting to facilitate their integration into the University.

The Seminar has also had an impact on individual participants' teaching. Approximately 75 percent of participants acknowledged that they think differently about their teaching after participating in the Seminar, and 64 percent agreed that they think differently about their research. One former participant, Amy Treonis, from the department of Biology, said,

“I have generally done all my research in natural ecosystems (places that are not cultivated), native forest, grassland or desert. That's been my traditional lines of research. I think, looking back on it, that the Faculty Seminar marks a shift in my thinking about my scholarship from working in exclusively natural systems to starting to think more about human-impacted systems. I'm doing a lot more scholarship in agricultural systems than I've ever done before, and I think it comes back to thinking about the former Soviet Union and my looking at the environmental issues associated with those areas, I got really focused on agricultural issues, and I think it [the Seminar] set me off on that path. I didn't know what it was that made me change my mind but looking back on it, it's clear it was the Faculty Seminar Abroad, so I'm grateful for that.” (A. Treonis, personal communication, March 27, 2014)

As for the perception that pressures in the Academy call for specialization in a narrow field, it is interesting to note that 64 percent of respondents acknowledge the Seminar's impact on their research. This suggests that a significant percentage of Richmond faculty, at least those who also see the value of the Seminar, are aware of the importance of interdisciplinary thinking and research and use the Seminar as an opportunity to explore new areas of research. Almost 75 percent responded that as a result of participation in the Seminar they collaborate more frequently with colleagues in other disciplines.

Close to 97 percent of respondents agreed that the Seminar, which gives faculty the opportunity to experience first-hand new countries and cultures, their texts and social structures, expands the internationalization of the curriculum. Beyond new courses, it promotes assignments and references in a wide spectrum of courses. Furthermore, about 95 percent agreed that the Seminar supports existing exchange relationships between Richmond and its international partner institutions and helps to create new ones. This has been a major goal of the Seminar in its more recent iterations – to expose faculty to some of the many partner universities where Richmond students study abroad, and from where exchange students come, as well as to offer them a structured opportunity to connect with colleagues in their disciplines. As described in the Handbook section, Appendix D, there is time built into the schedule for faculty to meet with counterparts at the partner university to explore future collaborations. One such meeting led to Dr. Laura Runyen-Janecky’s collaboration with a doctoral student at the University of West Indies, Jamaica campus, which the Seminar visited in 2009.

Over 98 percent of respondents agreed that the Faculty Seminar Abroad should continue to be funded by the University in years to come. The exception was one participant who felt that funds could possibly better be used elsewhere as faculty resources for international engagement have improved since the time the Seminar began.

Participants had various responses about whether or not participation in the faculty seminar should be considered, among other factors, in decisions about tenure and promotion: 60 percent agreed and 40 percent disagreed. There was an interesting relationship between the way respondents answered this question and their rank at the time of participation in the Seminar. Generally, the lower the rank, the more likely they were to feel that participation in the Seminar should be included in tenure and promotion decisions. For example, 72 percent of respondents

with a rank of Assistant Professor at the time of participation agreed or strongly agreed that participation should be considered in tenure/promotion decisions, whereas only 61 percent of Associate Professors and 37 percent of full Professors agreed with the same statement.

The data collected through both of these surveys provide quantitative evidence that both, in 1995 and again in 2013, participants overwhelmingly believed that the Seminar was valuable for them personally and professionally, and for the University as a whole, and that it should be continued in the future. Tangible outcomes over time support this viewpoint. Many individual projects in teaching and research have been the outcomes of the Seminar, but so have collaborative courses, research projects, and publications which have come about as a result of faculty members meeting during the Seminar.

The increased feeling of community on campus as a result of participation in the Seminar is something we have heard repeatedly over the years. This is particularly valuable in view of the current trends in higher education stressing interdisciplinarity and holistic student education and development. Academic expertise will always be essential for a successful teacher and mentor, but increasingly so are such skills as intercultural communication, required for successful work with a diverse populations, empathy, flexibility and adaptability. Faculty are already expected to model and instill in students these skills, which are valued by employers and consequently sought by students.

To practice what we pronounce, we must cultivate these attributes in the faculty – allowing them to continue their own education while educating each other across disciplines and through shared international and intercultural experiences such as the Faculty Seminar Abroad.

CONCLUSIONS

The following conclusions are drawn from the experience of comprehensive internationalization at the University of Richmond and the long history of the Faculty Seminar Abroad, which, as we have demonstrated throughout this Monograph, has played a key role in transforming institutional practices and culture, as well as the teaching and scholarship of individual participants. Yet, as the Monograph also demonstrates, the history of internationalization at Richmond is best understood when viewed in conjunction with the internationalization of higher education in the US and around the world. This approach is what, we trust, will make the monograph relevant and useful for colleges and universities engaging in the important work of comprehensive internationalization.

1989 to 2013 is, by any measure, a long and daunting period of time to encompass. It spans a change of century and a transition to the new millennium, both of which have had real consequences and even greater symbolic implications. The changes in the US and in the world during this time in everything from political systems and boundaries to technology, business and health, and the resulting cultural and social transformations, cannot be overestimated. What is worse, one can hardly claim to understand them or their long-term consequences fully.

Perhaps more than at any other time, though, it is clear that what happens in the US is inextricably connected to the rest of the globe. The realization of this indisputable reality has had an increasing impact on higher education, not just on its content, but also on what colleges and universities are expected to deliver to students, their parents, and society as a whole. This includes higher levels of co-curricular opportunities, campus services, faculty availability, and calls for job preparedness and proof of post-graduation employment data. And yet, those who work in international education, a broad and loosely defined sub-field of higher education,

including those who administer everything from study abroad, international student support, and much more, have despaired about the uneven and often only intermittent commitment on the part of universities and colleges to internationalization and to offering students an education adequate for living in a globalized world.

At the University of Richmond, the concern about such an education was first addressed in the mid-1980s by a faculty committee's analysis and subsequent administrative commitment. The result was the creation of an interdisciplinary international studies major, an Office of International Education, and the position of a senior international officer responsible for the implementation of the major and for comprehensive internationalization. In the earliest stage of this work, we concluded that neither could be accomplished without offering faculty members an opportunity to gain new knowledge and experience, which would take them beyond their academic disciplines and specializations focused, as they were, on the US. This conclusion was the origin of the Faculty Seminar Abroad: fully funded by the University, open to all full-time, continuing faculty members in all disciplines and schools, deliberately intended for non-specialists in a given country or region.

Thus the overarching goal, daring in its defiance of the traditional graduate school mantra of 'focus, focus, focus', was to expand individual and collective knowledge among faculty members, encouraging them to become learners once again, to read about and experience countries and cultures with which they were not familiar, especially those which had become important as a consequence of radical changes within them and in the world around them. As we know from the example of changes in the late 1980's in Central and Eastern Europe, 'the Communist bloc', and in the Soviet Union, these changes inevitably had an impact on the United States, making the US the only dominant power in the world for the first time in history. So the

Seminar focused on the region twice. The campus went from one or two to 15 faculty members who were familiar with the current state of the region and could speak about it with authority and authenticity in courses, old and new.

There were other curricular white spots, which the Seminar helped to fill. Latin and Central America, including Mexico, West and South Africa, and the Caribbean were among them, as were Australia and New Zealand; China the year after Tiananmen and the new China, with Taiwan, in 2007; Turkey, India, Vietnam, Thailand, Israel, Jordan, Yemen, Kosovo, and Serbia. All of these made their way into the classrooms, in various ways, even though there has never been a requirement to create new courses as a consequence of participation. In fact, a number of respondents to the 2013 survey, and Dr. David Leary, dean of the school of arts and sciences (1989-2002), in a May 2014 interview, spoke about the importance of demonstrating trust in the faculty by allowing participants to decide how they use the Seminar experience.

Curriculum internationalization was clearly one of the key goals of the Seminar. But so was the development of an interdisciplinary, interschool academic community, of a group of people who had and used the extensive opportunity, spanning the spring semester and 2.5 to 3 weeks abroad together, to get to know each other as teachers, researchers, and people. This too was a potentially controversial goal since, even though various strategic plans speak of “community”, there are few opportunities, beyond on-campus meetings, for faculty members to get to know each other outside of their departments. Collaborations in teaching, research, service projects, and a sense of respect and trust for each other were some of the outcomes of the prolonged, intensive intellectual and sensory engagement. Time and time again, participants listed this aspect of the Seminar as one of its most significant outcomes.

And, somewhat apologetically, participants consistently wrote in their post-Seminar reports about the personal transformations they experienced during the Seminar, as if forgetting that being a good teacher and mentor begins with the person - one who knows and understands a great deal more than just her/his academic discipline. One participant remembered,

“In reflecting on the two faculty seminars I have participated in, they remind me of great mosaics comprised of many wonderful tesserae, or like collages, they are composed of many emblematic facets of life – all of which are for me, transformative...which enrich my thoughts, and have energized and enlarged my perception of the world. Each seminar has produced a new “file”-- a rich storehouse of visual images connected to memorable experiences. I am humbled by these files; indeed, traveling always reminds me that ‘Richmond’, ‘UR’, ‘the art department’...and whatever ridiculous chauvinisms or anxieties I might have, are not the center of the world after all! In faraway places we confront life afresh in entirely different contexts with different priorities, in a myriad of fascinating ways, entirely different from our own existence.” (Post-Seminar Evaluation, 1996)

Successful “faculty development,” as such projects are known, can have outcomes in one or more aspects of what constitutes faculty work: teaching, research, and service. The Seminar addressed primarily teaching and service, though research has also been among its outcomes. It is clear that the Seminar provided opportunities for developing new courses in participants’ general area of expertise (John Gordon’s history course on South Asia; Art Gunlicks’ CORE course in German Studies; Margaret Denton’s module on Indian art and architecture in her art history survey course; John Hayden’s biology course on Mesoamerican Ethnobotany; Jennifer Nourse’s course on Sex and Gender in the Middle East, with a heavy focus on Turkey; and many more), but it also introduced participants to content and subject matter new to them, and to methodologies tested by their colleagues. These were reflected in new courses and modules. For example, historian Ernest Bolt developed a research and teaching interest in Vietnam after participating in the Seminar and continued working in this area for many years.

The Seminar has also had significant positive impact on individual careers (J. Gordon, personal communication, March 5, 2014). For example, Amy Treonis credits the Faculty Seminar Abroad with giving her the confidence to apply for a Fulbright grant in a non-traditional location.

“In February of 2011 I started looking at Fulbright opportunity. In that Fulbright database you do a search of institutions that match your discipline. And when I did, a lot of really crazy places started coming up. But I think they were far more appealing to me and a lot less intimidating than they would have been prior to the Faculty Seminar Abroad experience. Because I had been somewhere that was developing and quite different – a place where the language is different and the alphabet letters are different – I had never experienced that before the Seminar. So when the Fulbright opportunity was offered to teach microbiology at Kathmandu University in Nepal, I decided to go for it and spent 5 months in Nepal.” (A. Treonis, personal communication, March 27, 2014)

It is for this reason that Stephen Allred, Provost from 2008-2014, suggested in an interview that it is junior faculty who may benefit the most from the Seminar, establishing contacts abroad for both research and teaching. (S. Allred, personal communication, May 7, 2014)

Service, often the least rewarded part of faculty work, includes advising and the less formal, but at least as important mentoring. The Seminar has played an important role in both. Participants have told us that they understood better and valued more study abroad as a part of the Richmond experience as a result of their own ‘study abroad’. They have also felt more empowered by it to encourage and advise students beforehand and to create opportunities for them to use it in course work following it. With approximately 60 percent of students graduating with at least one study abroad for credit, and with the goal of involving even more students in study abroad, advising and mentoring are important in institutional culture and faculty work.

Another segment of the Richmond student population has expanded quickly: the international student population, a tiny minority in 1989, has grown to 11 percent of the total student body in 2013. This highly diverse group has both special needs and great potential for

becoming a teaching tool when discussions address their home cultures. Obviously, participation in the Seminar sensitizes faculty to the needs and the opportunities presented by students from around the world. Similarly, it helps in engaging faculty in increasing the presence of visiting international scholars and in helping them to become integrated in the academic and co-curricular life of the community.

Involvement in study abroad and work with international students and scholars were not articulated as goals of the Seminar initially. Neither was development of partnerships with institutions abroad or the development of collaborative teaching and research. As the process of internationalization evolved and grew, and as some goals were met, the goals for the Seminar evolved to meet new areas of need. Seminar participants learned first-hand that there exist different, very successful, academic cultures outside of the U.S. (D. Leary, personal communication, May 6, 2014) Collaborations between Seminar participants and colleagues abroad have played a role in inspiring the development of a Richmond Collaborative Online International Learning (Richmond COIL) project, whereby Richmond faculty partner with colleagues at partner universities abroad to develop a joint syllabus and in which the students in those courses collaborate on joint projects. Richmond COIL has the potential for taking internationalization at home to a new level and for becoming a hallmark of the University.

While not all Seminar goals resulting from the maturation of internationalization were academic in nature, yet they too were important. For example, contacts with alumni living abroad and recruitment of new students served the University well while offering participants useful contacts with people who could speak about the host country from different perspectives. For example, a 2006 alumnus attending graduate school in Taipei served as a guide for the 2007

visit to National Chengchi University, taking several days to show the Seminar participants around and serve as a translator.

The Seminar has contributed significantly to the sense of institutional identity and to national recognition of the University. An interesting example is the recruitment of new faculty. Candidates for positions are regularly informed about the Seminar and are impressed by it as a marker of institutional commitment to both internationalization and to the faculty. Many departments arrange for candidates to interview with the dean of international education as part of their campus visit. As with other such arrangements, these meetings have a dual impact: on the candidate, who may be more likely to accept a job offer, and on the University, as it improves its chances of attracting candidates with international qualifications sought by other institutions. Faculty participants and interviewees have also asserted that the University's rankings have been positively affected by the Seminar (J. Gordon, personal communication, March 5, 2014).

The Seminar has garnered attention not only on campus. In an expression of national recognition, in 2002 the Seminar received an honorable mention in the Andrew Heiskell Awards for Innovation in International Education (Institute for International Education), and NAFSA: Association of International Educators included the Seminar in its 2006 "Internationalizing the Campus: Profiles of Success at Colleges and Universities" report. Newsweek's 2008 college guide named Richmond as the "hottest for International Studies (Childress, 2010, p.80) and Karen Fischer included the Richmond Seminar in an article for the Chronicle of Higher Education about study abroad opportunities for faculty, stating, "Going overseas has made them [faculty] think differently about their classes back on their campuses and has opened up new areas of interest and fresh fields of study. It was, they often say, transformative." (Fischer, 2008)

Between 1989 and 2002, the Seminar took place annually; starting in 2005 it became biannual. Of the 17 Seminars, 13 were led by the dean of international education, three by faculty members and one by the associate dean of international education. The question of future leadership of the Seminar has been posed both in the 2013 Survey and during individual interviews with participants and administrators. The responses have varied little. The consensus is that the model has worked well and therefore should not be changed merely for the sake of change. Some suggested that faculty leaders could be utilized, especially in determining the location of the Seminar, and for overall development of the on-site program, but only with significant OIE staff involvement. Ultimately, the future of this program will depend on the extent of interest in the Seminar expressed by the future dean of international education. (V. Wang, personal communication, March 3, 2014) Other models and variants can, of course, be considered by other institutions.

The subjects of all but the last of the 17 Seminars were countries or regions chosen because they were undergoing significant political changes or because they were under-represented or even absent from the Richmond curriculum. Politics, culture, history, business, academic structures and local realities were all of interest to us. The question now is whether in the future topical, rather than regional, seminars should be considered. A pilot exercise was carried out when Seminar 2013 addressed Peace and Conflict Management. Two conflicts were addressed: between Kosovo and Serbia and between Jordan and Israel. Responses to the survey and interviews suggest that a mixture of geographic and topical approaches may serve the University best moving forward. (V. Wang, personal communication, March 3, 2014) There was concern that topical seminars may limit the number of applicants as people consider themselves

ineligible for a particular topic. This would exclude members of the faculty who can benefit from the Seminar the most.

R. McKenna Brown, Executive Director of the Global Education Office at Virginia Commonwealth University, who adopted the Seminar at his own institution, described its value well when he said, “An institution is only as international as its faculty.” (R. McKenna Brown, personal communication, June 27, 2014) He stressed the fact that the Seminar had an impact on faculty work in teaching, research, and service while building interdisciplinary and inter-school teams. When asked what other aspects of the Seminar he found particularly useful, he listed its effect on expanding the group of international education supporters, its contribution to capacity building, the multiplier effect built into the project, the fact that it could be integrated with the strategic plan of the institution, for example VCU’s focus on civic engagement. It could also expand student participation in study abroad and offer high visibility to the totality of international education. (R. McKenna Brown, personal communication, June 27, 2014)

The future of the Seminar at Richmond will depend on many variables, not least of which is where it will fall on the list of priorities for the new dean of international education (not yet named). However, looking at the history of the Seminar, its outcomes, and the responses of past participants we unequivocally recommend its continuation in the future and encourage its evolution for meeting current needs of the internationalization program. Like all institutions of higher education, the University of Richmond is always changing: the student body is different each year, and faculty and staff come and go. The Seminar should be continued in order to serve the new wave of the University’s population, especially new faculty, and through them new students because the Seminar is a unique way for new faculty to become integrated into the Richmond community and its internationalization efforts. As demonstrated in this Monograph,

faculty coming to Richmond at any rank can benefit from the Seminar, as do continuing faculty who have only recently become interested in internationalization efforts.

While internationalization has become recognized as a key element of higher education, the essential role faculty in the process is only now becoming recognized. The University of Richmond has long been at the forefront of preparing faculty for playing this role. At the same time, universities increasingly recognize the importance of developing inter-disciplinary intellectual communities. And on this issue too Richmond has been a leader because the Faculty Seminar Abroad has worked towards accomplishing both goals for the past 25 years. Its outcomes confirm the enduring value of institutional investment in the right kind of faculty development.

The final word should belong to a faculty participant who, in an annual evaluation, said, “I know already that I was changed by this experience. I have participated in and even coordinated a major multi-year faculty development project on campus, but the faculty international seminar was by far the most stimulating and personally satisfying.” (Post-Seminar Evaluation, 2002)

APPENDIX A: Participant Voices

Community Building

The fact that each Seminar consists of an interdisciplinary group from one university is essential to the success of the project, not just because this makes possible extensive preparation at various levels, but because of the community it builds. In the reports that follow the seminar, this is one of the most often cited outcomes. Two faculty members wrote:

“Probably all who participated in the seminar would agree that among its greatest benefits was the enhanced appreciation we developed for each other, both as professional colleagues and as friends. Life in the university community will be more comfortable as a result, and because of the friendships that were forged, there will be more exchange - both personal and intellectual. How else would I have entered into discussion about racial politics with a black member of the law faculty; talked about abortion, capital punishment, and gender issues with a self-styled leftist from the political science department; or had a fruitful exchange about Formalism in art and literature with a painter (not to mention discussing Mormonism with a Quaker provost and a director of international studies)?” (Post-Seminar Evaluation, 1992)

“We have all heard the horrors stories of campuses wracked by faction, and one of the things I treasure about the University of Richmond is the relative lack of such rancor. I honestly think our pleasant surroundings have a lot to do with that, but I wonder if the Faculty Seminar hasn't also played a role. Not only has it encouraged friendships across disciplinary lines, it has led to enriching intellectual exchange. I probably had more heavy-duty conversations with people outside the History Department during those three weeks than during the rest of my three years at the University combined. I found those incredibly enriching, and I think they are likely to produce some unexpected benefits for the University.” (Post-Seminar Evaluation, 2004)

“Beyond the academic aspects of the trip, as a new faculty member at the University of Richmond I found getting to know the other faculty and learning their perspective on academic life provided me with a deeper understanding of the University that probably would have taken much longer to gain without this experience.” (Post-Seminar Evaluation, 2005)

Effect on Teaching

Among other outcomes of the seminars, participants frequently mention the effect on their teaching:

“I returned from the trip with heightened enthusiasm about the new freshman core course [in the Humanities], which will include a number of African books this year for the first time, and which I will be teaching, also for the first time. Though none of the books we will teach concerns Ghana or (modern) Senegal, they do deal with issues that came to life for us during the trip.” (Post-Seminar Evaluation, 1992)

“Several of my already internationalized courses (in American diplomatic history) will be altered because of this trip. But I know already that I was changed by this experience. I have participated in and even coordinated a major multi-year faculty development project on campus, but the faculty international seminar was by far the most stimulating and personally satisfying.” (Post-Seminar Evaluation, 2002)

Effect on Research

The effect on future research is also significant. Variations abound, from a specialist in U.S. international relations who became involved in research on a Vietnamese war general to a much younger historian who wrote:

“Despite my concern with superficiality, and my recognition that I may simply have acquired the little knowledge that makes one dangerous, I found this trip wonderful. It has provided me with new ideas, problems, and standards of comparison, for looking at my own region of Africa. And as I work to formulate my next major project, some of what I observed in the region will be in my mind, guiding my questions about what has been normal, or obvious, in social policy, the development of nationalism, and concepts of development. It has also encouraged me to reexamine notions of what constitutes realism, or practicality, in a given social context.” (Post-Seminar Evaluation, 1993)

“I would also point out that the seminar forces faculty to make conceptual connections between their scholarly interests and the places in which they are traveling. These connections were never completely clear to me, in that they did not always directly link my present research or teaching interest to the topic at hand. But I would argue that they were nonetheless invaluable in broadening my perspective on how one approaches the topic of politics, of agriculture, of food in very different contexts. In this sense, it is an exercise in associative thinking that forces one to stretch beyond what is (our own) familiar scholarly language and modes of presentation.” (Post-Seminar Evaluation, 1993)

Campus Outcomes

It should be stressed that, by being so inclusive and, in many ways ‘open-ended,’ this faculty seminar allows for a great diversity of reactions, reflections and outcomes, from a biologist who said in his report that he “saw and identified 85 species of birds” to the sculptor/poet who wrote:

“The more I thought about what I was going to write about this experience, the more I realized that it was beyond any kind of simple, non-poetic description or explanation. The thought formed itself that the only way to get at any kind of meaningful statement was to write a long, episodic poem, one that took the ripest bits of memory and plumbed them for meaning and connected them into some kind of narrative.” (Post-Seminar Evaluation, 1993)

The result, two years later, was a campus gallery exhibition which included this faculty member's poetry and sculpture inspired by the seminar in Jordan, Syria, Yemen, and Israel.

Lasting effect and a continuing process of ‘outcomes’ are often pointed out by participants, as in this comment:

“The full extent of the benefits of the African seminar will probably not be completely evident for some time. Each day it seems that I see something with greater clarity and understanding when I am reminded of some forgotten or unremarked experience in Africa that adds new dimensions to whatever I am experiencing, whether it be a news item, a speech rhythm, or a passage in a book.” (Post Seminar Evaluation, 2000)

While participating in the West Africa seminar, the director of the Marsh Art Gallery saw the art of Senegal, developed necessary contacts in Dakar, and subsequently brought an exhibit of Senegalese contemporary art, together with a Senegalese dance group to the campus.

Faculty members have reported revising and reinvigorating existing courses upon their return and developing new courses, often with seminar colleagues. Each year, destination countries have inspired the reading of many and the addition of several new texts to the University's required first year Core Course in the Humanities, which was taught by faculty from

all schools and disciplines. Contacts made in the countries visited have also resulted in collaborative research, new exchange opportunities for students, and increased cultural exchanges.

Study Abroad Advising

“I really believe that faculty can help support International Education staff in getting our students to try new locales for study abroad.” (Post-Seminar Evaluation, 2004)

“My experience abroad has been such a positive one that I find it very easy to convince others about the value of the Faculty Seminar, as well as the value of choosing a place like Vietnam or Thailand to study abroad. Already I have two students who have made the decision to study in this part of the world. I like to think that our discussions had some influence on their decisions.” (Post Seminar Evaluation, 2002)

“While I’ve always encouraged study abroad experiences among our students, the seminar experience highlighted for me the value of foreign language study and the doors that can be opened through study abroad. The fascinating experiences of our alumni working in Central Asia are specific examples of what lies through those doors. I think that our students want to have these types of transformative experiences, but they need to see that they are realistic and fulfilling. I will continue to advise students to think outside of the box on study abroad and foreign languages so that these opportunities remain open to them.” (Post-Seminar Evaluation, 2009)

Personal Growth

“My two weeks in Mexico and Ecuador made me experience “my” language less as a personal property, and more as an organism with a life of its own. In a way, this gave me perspective more than actual knowledge, so that I could see in real terms the way I speak Spanish, and see *castellanismo* as one of my constant demons to dispel.... I would not have expected my language to be so out of context in Latin America.” (Post-Seminar Evaluation, 1995)

“The next trip I took abroad after Faculty Seminar (in January of 2010), I kind of did that [planned it out ahead of time] and it was a whole new experience for me to have that perspective on traveling. To say that not only was I going to visit these places but I’m going to think about the places I’m visiting and coordinate them around a theme and I’m going to study a little bit before I go and just have a really different experience rather than just randomly being in a place and saying ‘ok where do you want to go today’. So I think it changed me in the way that I travel.” (A. Treonis, personal communication, March 27, 2014)

Faculty Voices Summary

And a summary statement from Dr. Ray Hilliard, long-term faculty member and department chair, and participant in two Seminars:

November 29, 2001

To Whom It May Concern:

I've taught English at the University of Richmond since 1976 and chaired the department since 1993. During my twenty-five years on campus I've had the good fortune to participate in two or three major undertakings that have been especially valuable to me in my intellectual life and thus to my teaching and, indirectly, my scholarship. Two of these undertakings were faculty summer seminars sponsored by the Office of International Education on campus, one involving a trip to Eastern Europe (Yugoslavia, the U.S.S.R., Poland) just before (1989) the fall of the Iron Curtain, and the other involving a trip to both an Anglophone country (Ghana) and a francophone country (Senegal) in West Africa. The main purpose of the seminars was to help "internationalize" the perspective or outlook of the faculty as the University set about establishing a program in International Studies and recruiting more and more international students. The two seminars in which I participated (this involved attending lectures given by experts and reading materials in advance of the trips) served the purpose of introducing my colleagues and me to parts of the world with which most of us were largely unfamiliar. The trips themselves, each lasting about three weeks, were beneficial in allowing us to involve ourselves in ongoing conversations about matters social, cultural, political, and so on, in the countries we visited, and since our return to campus those of us in each group have remained in regular touch and found that the intellectual bonds forged in the seminar, bonds based on the new interests we developed, have endured and enhanced our sense of belonging to an intellectual community that extends beyond the boundaries of our individual disciplines. Apart from expanding our awareness of the world beyond the U.S. and Western Europe, the seminars have also benefited us in particular ways in our teaching. For example, as a result of my stay in West Africa I have regularly incorporated modern African novels into the syllabus of a course I frequently teach on the Modern Novel. And partly as a result of a visit to the Moscow home of the fiction writer Tatyana Tolstaya (one of the best living Russian writers) during the 1989 seminar trip to the U.S.S.R., I've regularly used her collections of short stories in a course on narrative theory aimed at English majors. When Tolstaya visited our campus in 1992, I asked her to come to my class and talk about the stories, and she did, to marvelous effect.

As I teacher of literary studies I think of myself as a teacher of culture in a broad sense. The more I know not only about my own culture, or about the culture of eighteenth-century England (my area of specialization), but also about cultures

different from my own, the better equipped I am to do my work. The two summer seminars abroad helped immensely in this regard. When I talk with colleagues at other colleges and tell them about the opportunity we've been afforded by our Office of International Education to participate in such undertakings, the colleagues are astonished and, I think, a little envious.

Update from October, 2014:

Since the middle of the last decade I've taught a general education course entitled Cultural Encounters, in which students read seven to nine novels that involve different cultures, or people from different cultures, coming into contact in complex ways (that often involve conflict). This has been one of my favorite courses, and students like the materials we read a great deal. The texts I've used come from various parts of the world. For instance, I've often paired an Indian novel, Kamala Markandaya's *Nectar in a Sieve*, with E.M. Forster's great novel *A passage to India*. I've also taught a major modern postcolonial novel, Tayeb Salih's *Season of Migration to the North* (Sudan), and the Nobel Prize winner Mario Vargas Llosa's *The Storyteller*. These are only a few examples of the books I've used.

Sincerely,

Raymond F. Hilliard, Professor of English

Appendix B: Sample Faculty Seminar Itineraries

China Seminar 1991

The itinerary for this Seminar was developed in concert with the Chinese American Educational Exchange. They provided guides (often faculty members), and arranged for visits to universities, including lectures by faculty.

Tuesday, June 11

6:40pm	Depart Richmond UA Flight #323
8:15am	Depart O'Hare UA Flight #137
12:10pm	Depart San Francisco UA Flight #853
3:55pm	Depart Narita UA Flight #829

Wednesday, June 12

8:20pm	Arrive Beijing (Check-in at Hotel)
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Thursday, June 13

7:00am	Breakfast and Orientations by the Chinese American Educational Exchange
8:00am	Lunch at The Great Wall
12:30pm	Tour of Ming Tombs
7:30pm	Peking Opera

Friday, June 14

7:00am	Breakfast
8:00am	Tour and lunch at Summer Palace
12:30pm	Tour of Forbidden City
7:30pm	Walkabout Tiananmen Square

Saturday, June 15

6:30am	Breakfast
7:30am	Leave hotel for railroad station
8:50am	Depart for Jinan (lunch on train, arrive at 4:47)
7:00pm	Formal dinner with Shandong Province representatives

Sunday, June 16

7:15-7:45am	First Tai Chi Class
8:00am	Breakfast
8:45am	Shandong No. 1 Prison
12:00pm	Lunch
2:00pm	Shandong University Lecture: Chinese Legal System
5:00pm	Leave for Tai'an from Shandong Univ.
7:30pm	Supper with colleagues from the University
Evening	Chinese Conversation

Monday, June 17

7:15am Tai Chi
8:00am Breakfast
8:45am Leave for Tai'an Medical College
12:00pm Lunch
1:30pm Visit Hospital and Monastery
6:30pm Supper
7:30pm Chinese Conversation

Tuesday, June 18

7:15am Tai Chi
8:00am Breakfast
8:45am Leave for Tai Mountain (Taishan)
1:30pm Leave for Qufu (Stop at Dai Temple, Dai Miao)
6:00pm Supper in Qufu
7:30pm Chinese Conversation and Evening in Qufu

Wednesday, June 19

7:15am Tai Chi
8:00am Breakfast
8:45am Leave for Qufu Teachers' University Lecture: Religion in China
12:00pm Lunch
2:00pm Visit Confucian Forest, Mansion Temple
7:00pm Leave for University
8:00pm Wushu (martial arts) demo at University

Thursday, June 20

7:15am Tai Ji
8:00am Breakfast
8:45am Depart for Qufu Teachers' University (QTU)
9:00am Lecture by American Fulbright Scholar Hedy Landry
12:00pm Lunch
2:00pm Visits in homes of QTU faculty
4:30pm Leave for train in Yanzhou
6:30pm Departure by train for Suzhou (Sleep on train)

Friday, June 21

7:10am Arrive Suzhou
2:30pm Lecture: Chinese Education
6:00pm Supper
7:00pm Chinese Conversation

Saturday, June 22

7:15am Tai Chi
8:00am Breakfast
9:00am Visit to primary school
12:00pm Lunch
2:00pm Talk on Nets and Lingering Garden
6:00pm Supper
7:00pm Chinese Conversation

Sunday, June 23

7:15am Tai Chi
8:00am Breakfast
8:45am Depart for Tiger Hill
12:00pm Lunch
2:00pm Depart for Shanghai
6:00pm Supper
7:00pm Evening in Shanghai Walk

Monday, June 24

8:00am Breakfast
9:00am Walkabout in old Chinese Section, teahouse, garden
12:00pm Lunch in old Lu Bo Long Restaurant
2:30pm Shanghai Museum
6:00pm Supper with local colleagues
7:30pm Aerobatic Performance of Acrobats

Tuesday, June 25

7:00am Breakfast
10:20am Plane departs for Kunming
1:40pm-3:00pm Arrival and check-in at hotel in Kunming
4:30pm Meet with Yunnan Teachers' University (YTU)
6:30pm Supper with faculty member of University

Wednesday, June 26

7:15am Tai Chi
8:00am Breakfast
8:45am Leave for YTU
9:00am Lecture: Yunnan Province and Ethnic Minorities
12:00pm Lunch
1:30pm Leave for Bamboo Temple
6:30pm Supper
7:30pm Theater Dance Performance

Thursday, June 27

7:15am Tai Chi
8:00am Breakfast
9:00am Lecture: Chinese Literature
2:30pm Talk: Music with demonstration at YTU until 4:00
6:30pm Supper
7:30pm Chinese conversations and visit to “English Corner”

Friday, June 28

7:15am Tai Chi
9:00am Lecture: Chinese History
12:00pm Lunch
1:30pm Leave for visit to Agricultural Village
6:00pm Supper
7:00pm Chinese Conversation

Saturday, June 29

7:15am Tai Chi
8:00am Breakfast
9:00am Lecture and demonstration: Chinese Painting
12:00pm Lunch
1:30pm Leave for Western Hills- Dragon gate and temple
6:00pm Leave for YTU; painting/calligraphy demonstration/UR Banquet for Chinese hosts

Sunday, June 30

6:30am Breakfast
7:15am Leave for Deng Feng Square, various activities
12:00pm Lunch
1:00pm Depart for airport
2:30pm Leave Kunming
4:20pm Arrive Guangzhou (Canton)
6:30pm Supper with local colleagues

Monday, July 1

8:30am Breakfast
9:30am Visit to Qingping Market
12:00pm Lunch
2:00pm Visit to Guangzhou Friendship Store
6:30pm Supper and pack

Tuesday, July 2

7:30am

Breakfast

9:00am

Leave for Railway Station

10:20am-1:15pm

Arrive at Hong Kong, Transfer to Hotel

Afternoon

Independent explorations of city

Wednesday, July 3

8:30am- 12:30

Tour of Hong Kong

Thursday, July 4

8:00

Depart for Hong Kong Airport

Sunday, July 7

Kyoto, Japan

Monday, July 8

Kyoto, Japan

1999 Faculty Seminar Abroad: India II (May 18-June 7, 1999)

This seminar was planned with support from the American Institute for Indian Studies, which made arrangements for most of the meetings, lectures, and tours.

Tuesday, 18 May 1999

10:30 am	Arrival in New Delhi- BA 143 AIIS Representative will meet the plane.
1:00 pm	Lunch at Hotel
4:00 pm	Medical Advice by Dr. NPS Chawla, Director, East West Medical Center, New Delhi.
4:30 pm	Educational System in India- Lecture by Mr. Durga Dasgupta, Jt. Secretary, Ministry of Home Affairs, Department of Justice, Government of India.
5:00 pm	Introduction to India – Lecture by Dr. B.M Pande, former Director Archaeological Survey of India and a noted Art Historian.
8:00 pm	Dinner at Claridges with host faculty

Wednesday, 19 May 1999

8:00 am	Breakfast
9:00 am	Pick up from Hotel for visit to Qutab Minar
9:30 am- 10:30 am	At Qutab Minar assisted by Dr. B.M. Pande
10:30 am- 11:30 am	Visit AIIS Building at Gurgaon, & office in Delhi
2:00pm- 3:00pm	Lunch
3:30pm- 5:00 pm	Visit to National Museum with museum guide
5:00pm- 6:30pm	Visit to Central Cottage Industries Emporium
7:00pm- onwards	Reception by AIIS at Private Dining Hall, India International Center. Attendees will include Scholars and Administrators from Delhi University, Jawaharlal Nehru University, Jamia Milia Islamia and scholars from other Institutions of Higher learning and GOI staff

Thursday, 20 May 1999

8:30 am Breakfast

10:00 am Pick up from Hotel for Jamia Milia

10:30 am Meet Vice Chancellor, Registrar and Faculty Members, Jamia Milia Islamia & Jamia Nagar

12:00 pm Visit to Indira Gandhi Memorial Museum

1:00 pm Lunch

2:00 pm- 6:30 Visit to: Mahatma Gandhi Memorial Museum
Raj Ghat,
Red Fort
Jama Masjid

7:00 pm Visit to a Sikh Temple
Gurudwara Bangla Saheb, Connaught Place

8:00 pm Back at the Hotel

Friday, 21 May 1999

6:30 am Leave Hotel for Agra

8:00 am Breakfast at Rajastahn Restaurant, North of Mathura

12:30 pm Arrival at Agra, Stay at Hotel Clark Shiraz, Agra; Tel: 0562-361 421/29

1:30 pm Lunch

3:30 pm Visit: Taj Mahal and Agra Fort with art historian

8:00 pm Dinner at Mughuli Restaurant, traditional Indian music

Saturday, 22 May 1999

7:00 am Breakfast at Coffee Shop in the Hotel

8:30 am Leave for Fatehpur Sikri

9:30 am Arrival at Fatehpur Sikri and tour with

	architectural historian
12:00 pm	Leave for Mathura
2:00 pm	Lunch at Radha Ashok Hotel, Mathura
3:30 pm	Drive back to Delhi
6:30 pm	Arrival in Delhi
Sunday, 23 May 1999	
6:20 am	Flight from Delhi to Madras
9:00 am	Arrival in Madras
1:00 pm	Lunch at the Savala Hotel
3:30 pm-6:30 pm	Local sightseeing: Fort St. George Madras University War Memorial Santhome Church Gandhi Memorial
	Assisted by Kalpalatika, traditional dancer who had been artist in residence at Richmond during previous academic year, and Perumal
7:30 pm	Pre-dinner lecture on Religion by Prof. Naraimhachari
8:30 pm	Dinner with local Indian Scholars The Residency
Monday, 24 May 1999	
7:30 am	Drive from Madras to Pondicherry
10:00 am	Visit Ashram, Museum, French Institute
1:30 pm	Lunch; Hotel Sadguru, Pondicherry
2:30 pm	Drive back to Madras
5:00 pm	Arrival at MGM Beach Resort

7:00 pm- 8:15 pm	Introduction to Indian Music Instrumental Music Veena concert Ms. Jayanthi
8:30 pm	Dinner
Tuesday, 25 May 1999	
8:00 am	Departure to Mahabalipuram Crocodile Bank Assisted by K.V. Raman & Dr. Pappu Rao
1:00 pm	Lunch
4:00 pm- 5:00 pm	Village Administration in India Lecture and Q&A session by Prof. Koteswara Prasad, Madras University
7:00 pm- 8:15 pm	Introduction to Indian classical dances Dance recital: Kalpalatika
8:30 pm	Dinner
Wednesday, 26 May 1999	
9:00 am	Breakfast
10:00 am- 11:30 am	Talk and Q&A session on Indian society, Customs, Religion and Philosophy by Dr. Pappu Rao
1:00 pm- 2:00pm	Lunch
3:00 pm	Drive back to Chennai
6:00 pm	Reporting time at the airport
7:00 pm	Departure to Calcutta
9:30 pm	Arrival in Calcutta. AIIS Rep will receive the group and will drop them at Hotel Keniworth

Thursday, 27 May 1999

- 8:00 am Pick up from New Kenilworth
- 8:20 am AIIS Slide show on Calcutta by Manish Chakrabarty
- 9:00 am Tour of Calcutta, North Calcutta part of heritage walk, followed by central Calcutta-Dalhousie Square, Writers Building, GPO
- 1:00 pm Bengali lunch with representatives of local community
- 2:00 pm Leave for South Calcutta, 2nd Hoogly Bridge, Alipore
- 3:00 pm Meeting with Prof. Partho Chatterjee & Guatam Bhadra at the Centre for Studies in Social Sciences
- 4:00 pm Drop back at the hotel
- 5:15 pm Leave for Jorasanko, family house of Rabindranath Tagore
- 5:45 pm Meet with Prof. Subhankar Chakrabarty, Vice Chancellor, Rabindra Bharti University, Visit Tagore Museum
- 7:00 pm- 8:30 pm Watch Sound & Light Show at Jorasahko on the Life of Tagore
- 9:00 pm Dinner at AIIS with local guests.

Friday, 28 May 1999

- 8:30 am Leave for Belur, the headquarters of the Ramakrishna Mission
- 11:00 am Visit Adyapith ashram, interact with some monks.
- 1:30 pm Lunch at AIIS with select guests including film personalities, Scholars & the acting Consul General of the US.
- 2:30 pm Crafts Fair with live demonstrations by Craftsmen. Arranged by the Committee for

Preservation of Traditional Arts and Crafts

4:00 pm

Leave for hotel. Check out & leave at 6:30 pm for Howrah Station.

Saturday, 29 May 1999

10:15 am

Arrival at Mughal Sarai (Train No. 3009)
Will be received by Dr. U.S. Moorti, Dy.Dir (R&D)

11:30 am

Stay at Hotel Clarks Varanasi
The Mall, Varanasi Cantt. -22002
Tel: 0542-348501
Fax: 0542-348186

1:00 pm

Lunch

3:30 pm

“An Introduction to the Holy City of Kashi/Varanasi”

5:00 pm

Visit parts of the old city

6:00 pm

Viewing sunset from Raja Mansingh’s Observatory; Ganga Pooja

8:30 pm

Dinner

Sunday, 30 May 1999

8:00 am

Breakfast

9:00 am

Leave for Sarnath

9:30 am- 11:30 am

Visit Buddhist remains and Museum at Sarnath

1:00 pm

Lunch

4:00 pm

Visit traditional silk weavers

6:00 pm

Return to Hotel

7:00 pm

Reception at Hotel Clarks with a select group eminent academicians and cultural heritage people; followed by dinner.

Monday, 31 May 1999

4:45 am- 6:30 am	Sunrise view and visit to Ghats followed by “walk-thru” of Visvanath Temple area
7:00 am	Return to Hotel
7:30 am	Breakfast
9:30 am	Leave for Bharat Kala Bhavan, Banaras Hindu University
10:00 am- 12:00 pm	Visit different galleries in Bharat Kala Bhavan
12:30 pm	Return to Hotel
1:00 pm	Lunch
3:30 pm	Leave for the airport
4:55 pm	Departure for Khajuraho (Flight IC 7408)
5:35 pm	Arrival at Khajuraho and leave for Hotel Clarks Bundela Tel: 7686-42386 (7 lines) Fax: 7686-42385
6:00 pm	Dinner

Tuesday, 1 June 1999

7:30 am	Breakfast
8:15 am	Leave for Khajuraho site
8:30 am- 11:30 am	Visit western group of Candella monuments
11:45 am	Return to Hotel
1:00 pm	Lunch
4:00 pm	Visit Rane Water Falls
6:30 pm	Return to Hotel
8:00 pm	Dinner

Wednesday, 2 June 1999

7:30 am	Breakfast
Morning	Free time until departure for airport
4:45 pm	Leave for airport
6:05 pm	Departure for New Delhi
7:55 pm	Arrival at New Delhi airport

Thursday 3 June 1999

8:00 am	Breakfast at Hotel
9:45 am	Meeting with: Bill Parker, Councilor for Cultural Affairs US Embassy, U.S.I.S
12:00 pm	Lecture on 'Economic Development of India' by Dr. Basant Pradhan, Principal Economist, National Council of Applied Economic Research, New Delhi
1:00 pm	Lunch at Hotel
3:00 pm	Visit to Crafts Museum, Pragati Maidan New Delhi
6:00 pm	Back at the Hotel

Friday, 4 June 1999

4:00 am	Leave hotel for airport
5:40 am	Leave CD 431 for Darjeeling
6:55 am	Arr: Leh Airport Stay at Hotel LHA-RI-MO, Leh (Ladakh) Tel: 01982-5201, Fax: 01982-53345
11:00 am	Local sight seeing

4:00 pm

Orientation about Ladakh

5:00 pm

Folk dances of Ladak at Hotel

7:30 pm

Dinner at Hotel

Saturday, 5 June 1999

8:00 am

Breakfast at the Hotel

9:00 am

Visits to:

1. Hemis:

Hemis is a Gompa situated at 40kms from Leh, lies in a valley not visible at first, but it appears suddenly as a mass of splendid architecture on a green hill, with its white washed walls gleaming white, a brilliant splash against the blue sky. Its popularity stems from the major annual festival held here during the month of June.

2. Thiksey:

Situated on a splendid hilltop perch, overlooking the green valley of the Indus, the 12-storied Thikasy Monastery is over 800 years old. Within the monastery are ten temples containing images, stupas and wall paintings of the Buddha which are exquisite. The monastery is home of 60 Lamas and a few nuns or chamos. It is situated 19 kms from Leh.

3. Shey:

Situated on a hillock 15 kms upstream from Leh, Shey was once the summer palace of the Royal family. According to tradition it was the power of the Pre-Tibetan kings. A 7.5 metres high topper statue of Buddha, plated with gold and the largest of its kind is installed here.

4. Stok:

Just across the river from Leh, is the village with which the deposed royal family was compensated for the loss of its throne. Its palace houses a museum of artifacts associated with the dynasty and there is also a small Gompa.

Sunday, 6 June 1999

7:00 am	Breakfast at the Hotel
8:00 am	Visit to Leh Palace
9:00 am	Day visit to: Alchi, Likir
	These Monasteries are located about 120 km from Leh and have similarities with Monasteries in Lhasa
5:00 pm	Back to Leh
6:00 pm	Visit to Shanti Stupa & Shanti Gompa
7:30 pm	Dinner at a restaurant in Leh downtown area

Monday, 7 June

4:30 am	Breakfast at the Hotel
8:45 am	Leave for Leh airport
10:35 am	Leave CD 432 for New Delhi
11:50 am	Arrive: New Delhi
	Stay at Claridges Hotel, Aurangzeb Road, New Delhi
Afternoon	FREE
	Departure for the United States

2009 Faculty Seminar Abroad: The Post –Soviet World: Russia, Kazakhstan, Kyrgyzstan (May 8-23, 2009)

The itinerary for this Seminar was arranged with assistance from the following companies and individuals: Fellowship Travel International, ASTER, Inc., Technology Management Company, and alumna Laura Smiley, '86.

Thursday, May 7

1650 Depart for Russia

Friday, May 8

1730 Arrival in St Petersburg

Saturday, May 9

0830-1145 Guided City tour – historical and architectural overview of St Petersburg, and tour to Peter & Paul Fortress

1315-1415 Tour of Church of the Spilled Blood

1415-1515 Free time at the artist market outside Church of Spilled Blood

Sunday, May 10

0830-1100 Drive to Novgorod –lecture on history of Novgorod

1100-1200 Lecture: Russian Christianity and Icons

1200-1330 Tour of Ancient and New Novgorod; Yuriev Monastery & Vitoslavitsy Cathedral

1430-1515 Tour of the Kremlin & St Sophia's Cathedral

1530-1630 Free time

Monday, May 11

1000-1130 Guided Tour of the Russian Museum

1240 Van departs for the European University of St Petersburg (private/public collaboration)

1300-1700 Lectures and meetings at European University

- Lecture 1: Media & Journalism in Russia (Sergei Erofeev – Director of International Programs)
- Tour of European University; its history, role in evolution of higher education in post-Soviet Russia and survival under threat
- Lecture 2: Gender Issues in Contemporary Russia (Anna Temkina, Co-Director of Gender Studies Center)

1730 Dinner with European University Colleagues

Tuesday, May 12

- 1030-1200 Guided Tour of the State Hermitage Museum
- 1300-1630 Meetings and lectures at the Faculty of Economics, St Petersburg State University
- Tour of Faculty of Economics (Nikita Lomagin, Professor of Economics & Vjacheslav Shavshukov, Dean for International Programs)
 - Lecture 1: Russian Economy in the Global Context (Prof Sergei Sutyryn, Head of World Economy Department)
 - Lecture 2: Doing Business in St Petersburg: Challenges and Opportunities (Assoc. Prof Nikita Lysitsin and an alumnus of the program - now a successful independent businessman)
- 1700 Dinner with St Petersburg State University colleagues

Wednesday, May 13

- 0900-1100 Visit in the apartment of businessman, photographer and founder of the Museum of Photography, Dmitry Shneerson
- 1100 Departure for Peterhoff: Peter the Great's Summer Palace
- 1200-1300 Guided Tour of the Main Palace of Peterhoff
- 1345-1600 Tour of Fountain Park and free time in the park
- 1900 Opera "The Tsar's Bride" at the Mikhailovsky Theater

Thursday, May 14

- 0915-1215 Visit/lectures at Smolny/Bard College (students complete requirements of Petersburg State University and of Bard College and receive a dual degree)
- Introduction to Smolny College (Bryan Billings, Associate program manager for international students)
 - Bard/Smolny Program (Darya Pushkina, Associate Dean of International students and professor)
 - Meeting with Dana Geraghty and Eunice Kim (UR students studying abroad at Smolny for a full year)
 - Lecture: Human Rights & Academic Freedom in Russia (Dr. Dmitry Dubrovsky, Executive Director, Ethnic Studies Program, European University; Associate Professor in International Relations, Political Science, and Human Rights, Smolny College)
 - Coffee-break with Smolny professors
- 1215-1330 Lunch with Smolny colleagues
- 1345-1445 Lecture: Russian Literature's Role in National Consciousness Past and Present (Jonathan Platt)
- 1445-1830 free time

Friday, May 15

- 1030-1230 Guided tour of Ethnography Museum, including its newest exhibit on Jews in the Russian Empire
- 1445 Group transfer to airport
- 1820 Transaero Flight 122 from St Petersburg to Moscow
- 2245 Transaero Flight 205 from Moscow to Almaty

Saturday, May 16

- 0515 Transaero Flight 205 arrives Almaty Int'l Airport
- 1430-1830 Walking tour of Green Market, Park Panfilovtsev, Arasan Baths, and Zenkov Cathedral (tour led by Laura Smiley, Richmond alumna, class of 1986, Director of Threat Reduction, Department of Defense, US Embassy in Astana)
- 1830 Group dinner with alumna Laura Smiley

Sunday, May 17

- 0900-1300 Chymbulak/Medeu (mountains)
- 1630-1745 Lecture: Human Rights in Central Asia (Nazgul Yergalieva, UR alumna, class of 1997, MA in Human Rights, Central European Univ. Budapest; independent consultant on human rights)

Monday, May 18

- 0830 Meeting with John Sasser, Peace Corps Country Director and a Peace Corps volunteer, a retired teacher
- 1115 Visit to KIMEP: Kazakhstan Institute of Management, Economics, and Strategic Research (private/public collaboration)
- Welcome and tour of campus (Ronald Voogdt, Head of International Office)
 - Lecture: The role of higher education in the economy and politics of Kazakhstan (Dr. Dana Stevens, Vice President for Academic Affairs)
- 1300 Lunch with KIMEP folks (Ronald Voogdt, Dana Stevens, and Dr. Zharmukhamed Zardykhan, Assistant Professor of Political Science, KIMEP)

Tuesday, May 19

- 1000 Guided Tour the National Museum
- 1530 Visit to Bilim/Education USA Center
- Meeting with students who are interested in studying in the U.S. and in learning about the University of Richmond
 - Meeting with Education USA staff

Wednesday, May 20

- 830 Breakfast meeting with Stu Schaag, US Commercial Officer
- 1030 Depart for Bishkek
- 1500 Walking tour of city center (tour guide Cholpon Kasymalieva – former Soros Foundation's Open Society Institute scholar at UR)
- 1630-1830 Free time in the city center
- 1900 Group dinner with US Ambassador to Kyrgyzstan, Tatiana Gfoeller

Thursday, May 21

- 0900 Visit to Ber-Bulak Elementary School and its Peace Corps teachers
- Sit in on English language class
 - Tour of school
 - Meeting with Director of School and teachers
- 1130 Visit Osh Market accompanied by Peace Corps volunteers
- 1330 Lunch with Peace Corps volunteers and staff

- 1500 Visit to Arabaev Kyrgyz State University
- Meeting with Mr. Askarbek Bekboev, Rector of AKSU and department heads
 - Demonstration of diploma projects of graduate students from the Faculty of Fine Arts & Culture (ethnographic, musical, etc)
 - Lecture 1: Kyrgyzstan's environmental problems: consequences and perspectives
 - Lecture 2: Radioactive reservoirs in Kyrgyzstan
 - Lecture 3: Problems in the development of ethnic culture in Kyrgyzstan
- 1730 Drive to National Kyrgyz State University, Meetings with Rector, faculty & administrators
- 1900 Group dinner with university colleagues, including representative of American University of Central Asia (private institution supported by the State Department; developing a dual degree with Bard College)

Friday, May 22

- 1030 Visit Tamgaly petroglyphs
- 1600 Arrive Almaty
- 1600-1830 Free time

Saturday, May 23

- 0630 Transaero flight 206 departs for Moscow
- 1235 United flight 965 departs for Dulles/DC
- 1530 Pickup by Groome Transport, drive to Richmond

Appendix C: Quantitative Data from December 2013 Survey of Past Seminar Participants

The 2013 survey was sent to 103 faculty who have previously participated in the Seminar and produced 58 respondents, which represents an impressive 56 percent response rate.

Q2. What was your faculty status at the time of your participation in the Faculty Seminar?

Count	Percent	
19	33.93%	Assistant professor
14	25.00%	Associate professor
17	30.36%	Professor
1	1.79%	Long term adjunct professor
5	8.93%	Other
56		Respondents

Q3. What is your academic discipline?

Count	Percent	
23	40.35%	Arts & Humanities
11	19.30%	Social Sciences
6	10.53%	Mathematics & Natural Sciences
10	17.54%	Business
1	1.75%	Leadership Studies
4	7.02%	Law
2	3.51%	Other
57		Respondents

Q4. Please indicate your level of agreement with the following statements: - Thinking back to the goals I had for my participation in the Faculty Seminar, my professional academic goals were met.

Count	Percent	
41	71.93%	Strongly agree
15	26.32%	Agree
0	0.00%	Disagree
1	1.75%	Strongly disagree
57		Respondents

Q5. Please indicate your level of agreement with the following statements: - Thinking back to the goals I had for my participation in the Faculty Seminar, I feel my personal goals were met.

Count	Percent	
49	87.50%	Strongly agree
6	10.71%	Agree
0	0.00%	Disagree
1	1.79%	Strongly disagree
56		Respondents

Q6. Please indicate your level of agreement with the following statements: - I felt I was adequately prepared for the Seminar, through readings, meetings, and presentations by experts and other participants.

Count	Percent	
41	73.21%	Strongly agree
11	19.64%	Agree
3	5.36%	Disagree
1	1.79%	Strongly disagree
56		Respondents

Q7. Should future participants in the Faculty Seminar be required to create a new course/module or team-taught course/module as a condition of participation?

Count	Percent	
16	28.07%	Yes (please elaborate)
41	71.93%	No (please elaborate)
57		Respondents

Q8. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Know more about study abroad for UR students

Count	Percent	
28	50.91%	Strongly agree
15	27.27%	Agree
7	12.73%	Disagree
0	0.00%	Strongly disagree
5	9.09%	Not applicable
55		Respondents

Q9. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Encourage students to study abroad more than I did before my participation in the Faculty Seminar

Count	Percent	
22	41.51%	Strongly agree
16	30.19%	Agree
9	16.98%	Disagree
1	1.89%	Strongly disagree
5	9.43%	Not applicable
53		Respondents

Q10. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Have created opportunities for returned study abroad students to use the experience and learning gained from study abroad

Count	Percent	
13	24.53%	Strongly agree
18	33.96%	Agree
11	20.75%	Disagree
1	1.89%	Strongly disagree
10	18.87%	Not applicable
53		Respondents

Q11. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Work more closely with international students, using their presence in my courses

Count	Percent	
17	32.08%	Strongly agree
19	35.85%	Agree
6	11.32%	Disagree
0	0.00%	Strongly disagree
11	20.75%	Not applicable
53		Respondents

Q12. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Have attempted to facilitate the integration of international students into the University

Count	Percent	
15	28.85%	Strongly agree
20	38.46%	Agree
8	15.38%	Disagree
0	0.00%	Strongly disagree
9	17.31%	Not applicable
52		Respondents

Q13. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Think differently about my teaching

Count	Percent	
25	46.30%	Strongly agree
16	29.63%	Agree
7	12.96%	Disagree
1	1.85%	Strongly disagree
5	9.26%	Not applicable
54		Respondents

Q14. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Think differently about my research

Count	Percent	
21	38.89%	Strongly agree
14	25.93%	Agree
8	14.81%	Disagree
1	1.85%	Strongly disagree
10	18.52%	Not applicable
54		Respondents

Q15. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Collaborate more across disciplines

Count	Percent	
21	38.89%	Strongly agree
19	35.19%	Agree
8	14.81%	Disagree
2	3.70%	Strongly disagree
4	7.41%	Not applicable
54		Respondents

Q16. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Seek out further professional international opportunities in research

Count	Percent	
19	35.19%	Strongly agree
13	24.07%	Agree
10	18.52%	Disagree
2	3.70%	Strongly disagree
10	18.52%	Not applicable
54		Respondents

Q17. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Seek out further professional international opportunities in teaching

Count	Percent	
16	29.63%	Strongly agree
14	25.93%	Agree
11	20.37%	Disagree
2	3.70%	Strongly disagree
11	20.37%	Not applicable
54		Respondents

Q18. Please indicate your level of agreement with the following:

As a result of my participation in the Faculty Seminar Abroad, I . . . - Seek out further professional international conferences/presentations

Count	Percent	
16	29.63%	Strongly agree
17	31.48%	Agree
7	12.96%	Disagree
2	3.70%	Strongly disagree
12	22.22%	Not applicable
54		Respondents

Q19. As a result of my participation in the Faculty Seminar abroad, I . . . - Developed a new course

Count	Percent	
10	20.41%	Yes
39	79.59%	No
49		Respondents

Q20. As a result of my participation in the Faculty Seminar abroad, I . . . - Developed new module in an existing course/courses

Count	Percent	
21	38.89%	Yes
33	61.11%	No
54		Respondents

Q21. As a result of my participation in the Faculty Seminar abroad, I . . . - Modified an existing course to include knowledge gained through the Faculty Seminar

Count	Percent	
43	76.79%	Yes
13	23.21%	No
56		Respondents

Q22. Please estimate the value of your participation in the Faculty Seminar in the following areas of your work: - Teaching

Count	Percent	
42	73.68%	High value
14	24.56%	Some value
0	0.00%	Little value
1	1.75%	No value
57		Respondents

Q23. Please estimate the value of your participation in the Faculty Seminar in the following areas of your work: - Research

Count	Percent	
23	41.07%	High value
18	32.14%	Some value
12	21.43%	Little value
3	5.36%	No value
56		Respondents

Q24. Please estimate the value of your participation in the Faculty Seminar in the following areas of your work: - Advising of students

Count	Percent	
25	44.64%	High value
25	44.64%	Some value
4	7.14%	Little value
2	3.57%	No value
56		Respondents

Q25. Please estimate the value of your participation in the Faculty Seminar in the following areas of your work: - Interest in collaborating with other faculty across disciplines and schools

Count	Percent	
32	56.14%	High value
19	33.33%	Some value
4	7.02%	Little value
2	3.51%	No value
57		Respondents

Q26. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Encourages faculty participants to create new courses relating to the topics addressed during the Seminar

Count	Percent	
14	25.93%	Strongly agree
28	51.85%	Agree
12	22.22%	Disagree
0	0.00%	Strongly disagree
54		Respondents

Q27. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Is a catalyst for faculty participants to add new modules in existing courses

Count	Percent	
24	43.64%	Strongly agree
27	49.09%	Agree
4	7.27%	Disagree
0	0.00%	Strongly disagree
55		Respondents

Q28. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Expands the internationalization of the curriculum by promoting assignments and references in a wide spectrum of courses

Count	Percent	
35	62.50%	Strongly agree
19	33.93%	Agree
2	3.57%	Disagree
0	0.00%	Strongly disagree
56		Respondents

Q29. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Gives faculty the opportunity to experience first-hand the cultures that produced many texts

Count	Percent	
51	89.47%	Strongly agree
4	7.02%	Agree
2	3.51%	Disagree
0	0.00%	Strongly disagree
57		Respondents

Q30. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Supports existing exchange relationships between UR and its international partner institutions and helps develop new ones

Count	Percent	
41	73.21%	Strongly agree
12	21.43%	Agree
2	3.57%	Disagree
1	1.79%	Strongly disagree
56		Respondents

Q31. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Increases faculty ability and willingness to encourage and advise students on study abroad

Count	Percent	
35	61.40%	Strongly agree
20	35.09%	Agree
2	3.51%	Disagree
0	0.00%	Strongly disagree
57		Respondents

Q32. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Encourages faculty to develop international linkages for research and teaching, including promoting faculty exchanges with partner institutions abroad

Count	Percent	
30	53.57%	Strongly agree
22	39.29%	Agree
4	7.14%	Disagree
0	0.00%	Strongly disagree
56		Respondents

Q33. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Gives faculty members an opportunity to experience new learning outside of the methodologies and contents of their individual academic field

Count	Percent	
41	74.55%	Strongly agree
11	20.00%	Agree
3	5.45%	Disagree
0	0.00%	Strongly disagree
55		Respondents

Q34. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Promotes interdisciplinary and interschool collaboration between faculty members

Count	Percent	
41	73.21%	Strongly agree
14	25.00%	Agree
1	1.79%	Disagree
0	0.00%	Strongly disagree
56		Respondents

Q35. Please indicate your level of agreement or disagreement with the following statements about how the faculty seminar abroad has achieved its stated goals.

The Faculty Seminar Abroad . . . - Promotes the hiring of faculty members with international interests and experience

Count	Percent	
18	32.73%	Strongly agree
25	45.45%	Agree
10	18.18%	Disagree
2	3.64%	Strongly disagree
55		Respondents

Q36. Please indicate your level of agreement with the following statement:

The Faculty Seminar Abroad should continue to be funded by the University in years to come.

Count	Percent	
48	85.71%	Strongly agree (please explain)
7	12.50%	Agree (please explain)
1	1.79%	Disagree (please explain)
0	0.00%	Strongly disagree (please explain)
56		Respondents

Q37. Please indicate your level of agreement with the following statement:

Participation in the Faculty Seminar should be considered, among other factors, in decisions about tenure and promotion.

Count	Percent	
5	9.26%	Strongly agree
28	51.85%	Agree
16	29.63%	Disagree
5	9.26%	Strongly disagree
54		Respondents

APPENDIX D: How to Create and Plan a Faculty Seminar Abroad: A Handbook

The purpose of this appendix is to help colleagues at universities and colleges, whether in the US or abroad, in creating their own version of the Richmond Seminar. Different academic missions, structures, size of institution, composition of the faculty, level of international activity, available funds, and other factors will influence the ways in which what follows can be used, but we are convinced that built into this model is a great deal of flexibility and potential for impact on various aspects of comprehensive internationalization and institutional culture. We are basing this belief on our own extensive experience and on responses from a wide range of institutions and organizations where we have spoken about the Richmond Seminar.

The following timeline and commentary will offer readers an overview and specifics of the template the University of Richmond is currently using to plan and organize its biannual Seminar, one which is the result of a great deal of thought, experience, and evolution. The Seminar is easily adaptable and scalable to other versions of this model.

Overview

The University of Richmond Faculty Seminar has taken place 17 times from its inception in 1989 through 2013. In that time, interdisciplinary groups of Richmond faculty have participated in seminars in 26 countries on six continents. After eight to ten preparatory meetings during the semester leading up to the Seminar, two and a half to three-weeks were spent on-site. The size of the groups varied from seven to 13, with an average of 10 participants.

The goals of the seminar currently are:

- To gain new international, interdisciplinary knowledge about a region or a country selected on the basis of its current significance in the world and to institutional curricular needs.

- To involve faculty members from all schools and departments in interdisciplinary dialogue on teaching and research by providing a shared focus: the studied and experienced country or region.
- To contribute to the development and cohesion of an intellectual academic community with broad interest in and focus on international issues.
- To encourage the use of the newly acquired knowledge and experience for the creation of new courses, modules in already taught courses, and occasional assignments and references in the full spectrum of courses.
- For a number of years the Seminar was dedicated to strengthening the freshmen core course by offering faculty members teaching in it first-hand experience of cultures which produced studied texts. A different first year course can be supported by the Seminar in order to strengthen the international component of such a course.
- To support existing and to develop new exchange relationships with institutions abroad by giving faculty members an opportunity to visit universities abroad. As a result of these visits, faculty members are also better able to develop collaborative research and teaching, to encourage and advise students on study abroad, and to support incoming exchange students.
- To promote development of collaborative online international teaching and learning with partner institutions abroad (see page 32).
- To contribute to comprehensive internationalization of the campus culture.

For additional goals and ways in which the Seminar contributed to the transformation of the University of Richmond, see page 25.

Until her retirement in 2013, Dr. Uliana Gabara almost always led the Seminar in her role as Dean of International Education, although on a few occasions other faculty members served as leaders. The Seminar almost always took place in the summer months and lasted two and a half to three weeks. Considering the University of Richmond calendar, the fact that some faculty members teach during summer sessions, and all participants are dedicated to summer research, the Seminar usually began two or three days after the graduation ceremony (early May).

Budget

In its long history, the budget for the Seminar, which initially was below \$30,000, eventually reached \$50,000 and has remained in that range until the present time. With the change in cost of travel, hotels, and other associated costs, this meant that fewer participants

were supported, though not by a significant number. Most of the funding for the Seminar at Richmond came from the Provost's discretionary fund on an annual basis. There have been discussions about the value of moving the funding permanently to the budget of the Office of International Education, which has on occasion supplemented the total amount.

In considering a version of the Seminar for another institution, it is essential to keep in mind that the model is flexible, allowing for variations without losing the essence of the project. Thus, depending on available funding and faculty culture, the number of participants can vary from four or five to 10 or 12. We would not recommend a larger number because the outcomes depend on opportunities for intimate, in-depth interactions between participants and any number below five would have a diminished effect on faculty and institutional culture.

Another variable is the length of the seminar. A minimum of 10 days is recommended, with a longer Seminar of three weeks allowing for greater exposure to culture and academic issues, as well as greater cohesion of the group. The disadvantage of keeping the Seminar always at three weeks is that it will exclude those reluctant to commit to such length, and it is important to encourage the reluctant members of the faculty. One way to address this problem is to vary the length of the Seminar from year to year.

A similar variability may be considered in choosing destinations: while the more adventurous faculty value the opportunity to travel to Africa, the Middle East, Eastern Europe or Asia, the reluctant ones may want to wait for a seminar in Australia and New Zealand, which have a great deal to offer on such issues as colonization, environment, and academic cultures. And since many American students want to study in these destinations, it is especially useful for faculty members to understand them. The question of whether to have a seminar on Western Europe and the UK has arisen from time to time, raised by dedicated Europeanists on the faculty.

Richmond's conclusion was that both the curriculum and study abroad were strongly oriented towards this part of the world and did not need to be further supported through the Seminar, but of course the conclusion could be different at other institutions.

Planning Timeline

9 months prior to departure

- Seminar leader initiates a conversation with relevant parties about the Seminar focus and destination. This would involve considering the university curriculum as a whole, what contacts the university already has versus what strategic contacts might be developed and looking into matters such as visa requirements for the US and certain other countries. Also consider the impact the chosen countries could have on the teaching and research of faculty participants and on advising for study abroad. Once possible countries had been identified, discuss them with on-campus or local experts. Ask for input on topics such as:
 - Pros and cons of the possible destinations.
 - Ideas for what should the Seminar do before and during the in-country portion.
 - What contacts might they have for setting the in-country itinerary.
 - What resources do they know in the host country(ies) to assist in the planning, such as university colleagues, national and international organizations such as Fulbright, IIE and others, alumni, guides, trusted travel agent or other providers, etc.

8 months prior

- Seminar leader has a conversation with the relevant entity on campus regarding funding. In our case this was the Provost. This conversation may need to happen sooner, depending on whether the Seminar has taken place before, and depending on the level of general support on campus for an endeavor such as a Faculty Seminar Abroad. You may also need to seek external or corporate funding sources. You may wish to talk to your institutional grants office, or perhaps, if you start far ahead (several years), you may ask the Office of Advancement/Development to fundraise for this purpose or have funding for a Seminar included in a fundraising campaign.
- Seminar leader designates a co-leader. This may need to wait until after participant selection is completed, if you intend to use a participant as a co-leader. In Richmond's experience, the leader has usually been the Dean of International Education and the co-leader has been the Associate Dean of International Education, although there have been a few exceptions. In these cases, a faculty member has led the Seminar (1999, 2007), sometimes with the co-leader being another faculty member, or staff member of the Office of International Education. As the above issues demonstrate, the question of the academic leadership of the seminar vs. the structural and budgetary responsibilities needs to be addressed. Both are important and can be handled either by one person, the senior

international officer or designated replacement in some cases or by two, someone from the international office working in collaboration with a faculty member.

- Hold at least one information session about the upcoming Faculty Seminar, to “recruit” people to apply. By the time this meeting happens, the destination and approximate dates of the next Seminar should be decided. In addition to the Seminar leader speaking at this meeting, one or two past Seminar participants should speak about how the experience has impacted their academic and personal life.

7 months prior

- The official announcement and application materials for the Seminar should be revised. Applicants should be instructed to apply for or renew their passports if they will expire less than 6 months after the intended return of the Seminar. Seminar participants’ passports should have at least several blank pages for visas, as necessary. Applicants should be required to indicate their country of citizenship so you can continue to research and prepare for any required visas.
- Post the announcement and application materials to a relevant website and send out an announcement over the faculty listserv and campus bulletin forums. Also email college Deans, department chairs, and colleagues personally to ask them to share the application materials. If you have an online application system such as Terra Dotta Software, you can use it to accept applications for the Seminar.

6 months prior

- Applications are submitted and reviewed. The Seminar leader should make the decisions, but consult with applicants’ department chairs or school deans, as necessary. This is particularly important in the case of pre-tenure applicants.
- Selections are made, including at least one alternate.
- Selected faculty should be notified.
- Ask all selected participants to identify times during the upcoming semester that they are NOT available for pre-Seminar meetings because of teaching, regular faculty meetings, or recurring personal commitments.

5 months prior

- Using the schedules participants send in, create a meeting schedule for the upcoming semester. Approximately 8 meetings, lasting 2 hours each, were scheduled.
- Send out the tentative meeting schedule to all participants for their feedback. Everyone should attend all meetings, as a rule, so that the group can start to bond and share preparation for the in-country part of the seminar. Inevitably, there will be some absences.

4 months prior

- Start inviting specialists, outside guests and/or campus experts, to speak to the group.
- Set up a Blackboard course for this group. Enroll all participants in the course. This is a good way to share readings, itineraries, lists of visa requirements, and other documents.

- With input from experts and participants, compile a preliminary list of preparatory readings (books, fiction and non-fiction, articles, films, including documentaries) that can be pre-ordered for distribution to participants at the first meeting and to be placed on reserve at the library. Also start Blackboard course. Keep in mind that this is a jointly created course, with everyone being both teacher and student.
- Borrow or buy a small digital audio recorder. This device will be used to audio record preparatory meetings. Post audio recordings to Blackboard after each meeting for those who missed meetings, as well as record of the seminar.
- Hold the first preparatory meeting of the selected participants. At this meeting, we discuss the following:
 - Introduction of all participants.
 - Discussion of the goals of the Seminar.
 - Remind everyone to get or renew their passport, since visas may be necessary. It may also be necessary to start talking about the visa process and timeline at this meeting, depending on the processing time for certain countries and citizenship in the group. Special attention should be paid to non-US participants' needs. Will they handle their own visas?
 - Discussion of meeting schedule over the coming semester.
 - Have each participant sign up to give a 20 minute presentation on their area of academic expertise as it relates to the selected countries/region.
 - Remind participants to check Blackboard regularly.
- After first meeting, make sure all participants are assigned to a presentation date and that most meetings also have an “expert” speaker to help the group learn about their destination from an interdisciplinary point of view.
- Identify and contact 2-3 travel agents to start discussing the group flights. This means you will need to know approximately how long you want to stay in each city/country, if flights are required in between. Have the agents send you proposals with a few different itineraries. When evaluating them, keep both cost and convenience in mind. You may consider some date flexibility if there is a significant cost savings involved. Select the best offer. When considering dates, keep in mind key campus events that faculty may be required to attend, such as the annual graduation ceremony. Also try to keep layovers to a reasonable length, but don't make the layovers too tight – remember that when a group is traveling, that automatically slows things down. Make the reservations.
- Distribute detailed information about any visas required for the countries chosen. You may also want to contact Trivisa or another visa processing service for assistance.
- Research any immunizations/medications required or suggested for the countries to be visited. Distribute this information via Blackboard. Do not give medical advice, even if asked. Always refer participants to the Centers for Disease Control, or to their own doctor. Distribute information about local travel clinics where participants can get required immunizations. Decide whether these will be covered by the University.
- Contact partner universities and other contacts in the cities/countries to be visited to start setting up meetings/schedules. It is best to arrange for a local coordinator in each city/country. This could be, a designated colleague at a partner university, faculty member of staff, a staff member at one of the organizations such as IIE, Fulbright, American Academic Center (check the name), a travel agent, an alumnus/a etc. In our experience, travel agents can do a good job of hotel and transportation reservations, but

not in providing guides for academics or speakers. As you set the schedules, make sure there is a mix of lectures and cultural activities, with some time for individual meetings with potential collaborators and free time, as well as group reflections. This process will continue until the day the seminar departs. Avoid the dual dangers: the impulse to overschedule or to sin on the side of academic tourism.

3 months prior

**Note that some of the basic information such as frequent flier numbers, seat preferences, cell phone, emergency contact, etc. can be collected electronically through a system like Terra Dotta Software, if you have it.*

- Collect relevant frequent flier numbers from participants.
- Ask all participants if they have seating preferences on flights.
- Continue working on the in-country itinerary with colleagues abroad.

2 months prior

- Continue working on the in-country itinerary with colleagues abroad. When setting the schedule, get as much detail as possible. Addresses and phone numbers of all museums, universities, restaurants, hotels, etc. Make sure there is a local contact person for each event on the itinerary.
- Once the schedule is fairly set, start arranging on-the-ground transportation. If you are working with a travel company, they may be able to provide this. Otherwise, ask your local contacts for suggestions of transportation companies. Most transport between events will be done by van or mini bus unless you are in a city with an uncomplicated public transport system that can supplement this. There is, obviously, value in putting participants on public transport.
- Make sure there is airport pickup and drop off arranged for each city visited.
- Arrange for international health insurance.
- Look up the emergency phone numbers for each country the group will be visiting (i.e., 911).

1 month prior

- Arrange group travel from your university campus to the airport, if appropriate. For example, in some cases our Seminar has flown out of Washington, DC instead of Richmond, to keep costs down. In that case, we arranged a mini bus to take the group to DC. When the group flies out of Richmond, participants meet at the airport.
- Collect emergency contact info for each participant and distribute a compiled copy to all participants to keep and share with their families.
- Collect cell phone numbers for each participant and distribute when complete.
- Request any necessary cash advances for the group leader – the Accounts Payable office may need a couple of weeks' notice for this.
- Finalize the on-the-ground schedule. Try to have everything finalized by two weeks ahead of departure.
- Send out packing tips to the group.
- Even if not final, send around a tentative itinerary to all participants by at least two weeks prior to departure.

- Compile a binder of contracts, notes, reservation confirmations, emergency contact info, etc. for group leader. Have leader check the binder to make sure everything they want is in it. Include emergency contact info for US consulates in each country. A duplicate copy of this binder should be carried by the co-leader, and a third duplicate should be left behind at the home university with a trusted staff member, someone who will be the emergency contact for the group. This staff member's cell phone should be in the contacts for the leader. When something happens abroad that needs to be communicated to families, this is the person who would be contacted. And families should be told to communicate with this person if they have difficulties in contacting a participant.
- Register participants with the [STEP program](#).

THE SEMINAR ON SITE

Within 2 weeks after return

- When Seminar returns, make sure to collect ALL receipts from group leader and process reimbursement ASAP.
- Ask participants to turn in their individual receipts, if they have any, by 2 weeks after the trip returns.

1-3 months after return

- Set a deadline and reminder for required post-Seminar reports.
- Send participants an evaluation form to complete – due at the upcoming debriefing meeting.
- Schedule a debriefing meeting for early in the academic semester following the Seminar. Invite the Provost or other funding sources to this meeting. Meeting should be 90-120 minutes, over lunch. Just a chance for participants to catch up and reflect on their experience. Demonstrate immediate outcomes.

3 months after return

- Debriefing meeting. Meeting agenda:
 - Discussion of evaluations and recommendations for future seminars
 - Thoughts from writing the report – go around the room and ask each person to offer a highlight from report.
 - Short and long-term plans for using outcomes in teaching and/or research. Encourage all participants to speak about the seminar during departmental meetings and in the community.
 - Consider organizing an event for the whole campus community on the country/region presented by participants in the Seminar.

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