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Re-Entry Experiences of American Fulbright Scholars to Australia

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CHAPTER I

INTRODUCTION

This dissertation examines the re-entry experiences of twenty-five American professors who sojourned to Australia on Fulbright grants. The principal intent of the study is two-fold: to augment the limited research on international faculty exchanges, and to extend the considerable existing literature on re-entry transitions by concentrating on faculty returnees.

Schematically, the dissertation begins in a funnel-like fashion. This first chapter includes a general description of international faculty exchanges, as well as the rationale for choosing to study the Fulbright program and sojourners to Australia. This chapter also specifies the purpose of the study and the research questions that were examined, the conceptual framework used, and a brief description of the methodology.

International Exchange of Scholars

Professional international sojourns by professors is, by no means, a recent phenomenon. In a study commissioned by the Council for International Exchange of Scholars (CIES), Goodwin and Nacht (1991) present a brief history of U.S. scholars abroad. The authors point out both that "Faculty members in

U.S. colleges and universities have ventured overseas from the very earliest days," and, that:

> The dominant posture for these early U.S. scholars abroad was often respectful humility toward their elders and betters; they came primarily to watch and learn, and except for the missionaries to the heathen, seldom to teach or to contribute" (p. 1).

By the late nineteenth century this deference began to diminish, principally because reputable research institutions were established in the United States. Subsequently, both of the World Wars boosted interest in overseas experiences and revealed the need to understand other countries and cultures better. According to Goodwin and Nacht, "At least five new categories of academic traveler emerged in the postwar years to take the place of the now obsolete categories of grand tourister and scholarly apprentice" (p. 5). Faculty became involved in reconstruction and development assistance programs; others became "area studies" specialists; another group were the idealists who believed that the world's problems could be ameliorated if people learned more about each other; a fourth group were involved in various types of diplomacy; and a final group were those professors whose disciplines required it: to gather data or improve language competency (Goodwin & Nacht, pp. 5-7).

The CIES study also provides a comprehensive examination of individual and professional costs and benefits to scholars going abroad; campus attitudes about faculty sojourns; and various barriers to this kind of travel. Faculty planning

such ventures have much to consider. Among their concerns may be: health and safety risks; financial expenditures; uprooting their family; promotion and tenure decisions; interruptions in grants, publications, and presentations; and the possible negative attitudes of their colleagues. On the positive side, professional benefits include the possibilities for gathering data; sharing information with colleagues abroad; possible teaching improvement; the prestige associated with receiving a grant; as well as what Goodwin and Nacht call, "the inevitability of unpredictable consequences," or positive results that are, "almost never fully anticipated" (p. 47).

The appealing aspects of international travel are enticing increased numbers of faculty, and there are numerous ways professors may pursue overseas opportunities. In a personal communication (November 24, 1992), Steven Blodgett, Ph.D., the Director of Recruitment and Liaison for the Fulbright Senior Scholar Program at CIES, delineated the complications in trying to track the numbers of faculty going abroad and their means of financial support:

> It is commonly said that during the early fifties, if a faculty member wanted to travel abroad, the choice was the U.S. army or the Fulbright program. Faculty now have a multitude of channels for collaborative research and teaching abroad.

Blodgett offered a partial listing of funding sources. In addition to the Fulbright program, overseas research opportunities are sponsored by the Department of Education, U.S.I.A., the National Science Foundation, the National

Institutes of Health, the Agency for International Development, the Department of Agriculture, etc. He suggests that private auspices are even more numerous, with faculty going abroad on inter-institutional linkage programs; as directors of study abroad programs; on university-based training or development projects; as part of collaborative scientific projects, etc. Several foundations such as Ford, Rockefeller, and the Tinker Foundation also fund some international scholarly endeavors. Blodgett concluded,

> The result of this explosion of exchange activity and corresponding dramatic expansion in the number of 'actors'in an organizational sense is that tracking the movement of students, teachers, or scholars is extremely difficult. The Institute of International Education has been successful in profiling the student cohort, but there is no comparable, accurate data on the extent of international activity by American faculty.

The elusiveness of this type of data is important for this study. It epitomizes the fact that while large numbers of faculty are pursuing such opportunities, there is virtually no follow-up; no one can even give an approximation of the number of faculty involved.

The Fulbright Program

The researcher specifically chose to study Fulbright participants because this program has a proud legacy, including an impressive number of past participants. According to the most recent Fulbright program annual report, (Foreign Scholarship Board, 1992), there are 186,000 Fulbright alumni in 130 countries. The Council for International

Exchange of Scholars maintains the files on Fulbright alumni, and several individuals from this organization offered assistance in tracking potential participants, as well as providing background information. Finally, as referred to by Blodgett at CIES, there is both a paucity of evaluation studies on faculty exchanges in general, and very little empirical research has been done on the Fulbright Program.

The Fulbright Educational Exchange program has been called a "rare triumph" (Dudden & Dynes, 1987) and an "unparalleled means" of fostering understanding of other cultures (Edgerton, 1976). As the "flagship" of international exchange programs, the Fulbright program has acted as a "catalyst for countless other public and private exchanges" (Vogel, 1987, p. 12). The Fulbright program also has been referred to as the "largest and most important project of international education exchanges in the history of the world" (Jeffrey, 1987, p. 37).

Several writers suggest that one of Senator J. William Fulbright's goals in introducing legislation in 1946 to advance international educational exchanges was to share with many his own "overseas odyssey," i.e., the elucidating experience of foreign study and travel he had encountered on a Rhodes scholarship (Jeffrey, 1987; Woods, 1987). The Senator, who had been a professor and a university president as well as a student abroad, described education as a "slow-moving but powerful force" and maintained that education is a

potent element in helping to "expand the boundaries of human wisdom, sympathy, and perception" (Fulbright, 1967, p. 17).

As well as being a reflection of the Senator's personal experiences, the Fulbright Act of 1946 is also considered to be a unique counteraction to a specific set of historical incidents and perceived national shortcomings. Woods (1987) states:

> Events of 1945-1946 convinced the junior senator from Arkansas that the United States and particularly its leadership either did not understand or did not accept internationalism. If nationalism and isolationism were not to reappear as the dominant strains in American foreign policy, the United States would have to raise up an educated, enlightened elite with extensive firsthand knowledge of at least one other culture. The Fulbright exchange program was designed to bring just such an elite into existence (p. 35).

The Senator's "creativity" in both the design and introduction of the Fulbright Act has also been recounted (Jeffrey, 1987; Vogel, 1987). Fulbright attempted to capitalize on the dilemma about war debts and surplus property to initiate a strategy to inhibit antagonism between countries. The Fulbright Act "converted the leftovers of war into instruments of peace" (Johnson & Colligan, 1965, p. 1). Stevens and Ungaro (1986) write: "Its origins represent an almost literal accomplishment of the Biblical injunction to turn 'swords into plowshares,' insofar as it was initially financed by the sale of surplus World War II military equipment" (p. 26). According to Jeffrey's account, Fulbright's plan entailed designing a "politically palatable" measure that seemed to be little more than an "innocuous

revision of a minor bookkeeping act." The Senator's efforts are all the more notable because he discovered a "painless method" of underwriting the exchanges which did not involve the congressional use of tax dollars (pp. 46-47).

Since its inception, there has been an effusion of positive sentiment about the Fulbright program and its many satisfied participants, but the program has not entirely escaped criticism. Writing in the mid-sixties about the changes that had taken place in twenty years of professorial exchanges, Weidner (1966) suggests that to have experience abroad is "in." However, he also presents some of the recurring concerns voiced by critics of international exchange. They charge that academic resources are being deflected from their "normal and appropriate" allocations; that the instruction of students on American campuses should be the paramount concern of faculty; and that professors should continually keep up with new features of their own disciplines "rather than stray to foreign lands in connection with rather esoteric projects" (p. 61).

Another "nagging question" about Fulbright exchanges is introduced by Lindsay (1989): are these attempts at integrating international education and public diplomacy truly international scholarly exchange endeavors or just "ingenious propaganda?" With deliberate circularity, Lindsay asserts that:

> In essence, the Fulbright programs, when perceived at the macro level are related to foreign-policy interests in

> the United States, but this determination cannot be made at the micro level by individual grantees. The appearance of academic integrity within the Fulbright programs, whether it exists or not, creates a favorable impression of this American educational and cultural program. Creating and maintaining favorable appearances are features of propaganda (p. 433).

Many would argue that mutual understanding has been considered the ultimate goal of the Fulbright program since its inception. Pye (Seabury, Pye, Blitz, & Billington, 1987) argues that the mission of the program is public diplomacy, "but not in the same sense as direct initiatives of the Department of State, the U.S. Agency of International Development, or the United States Information Agency" (p. 157). Similar to Lindsay's comments, Pye suggests that "its legitimacy in the eyes of other countries and American academics depends in large measure upon the perception that it is not a direct instrument of American policy" (p. 157).

Weidner (1966) provides an exoneration of professorial exchangees' possible political motivations by stressing the potency of their disciplinary bonds. Weidner offers a convincing argument that the underlying reason for most participation in overseas exchanges is for personal and professional reasons. He suggests:

> An individual professor going abroad under a grant from the Department of State seldom consciously tries to contribute to such broad foreign policy goals. Most professors going abroad are hardly aware of such objectives as they go about their daily tasks overseas. They may contribute to them indirectly, as by-products of their regular activities, of course...They are seeking fresh data as well as professional contacts. Their going abroad may have far different or broader consequences for their university or financial sponsor, or for government

policy, but most of them could not be less interested in that (p. 62).

Why Study Australia?

There are currently more than 130 countries which participate in Fulbright exchanges. Australia's involvement dates back to November 1949, when Australian officials signed an educational exchange agreement with the United States which established a binational commission for Fulbright exchanges.

According to a Board of Foreign Scholarships report (1988), between 1949 and 1988, there have been 2257 Australians and 3678 Americans involved in various aspects of the Fulbright program (including student exchanges). Of this number, close to 900 American and over 1000 Australian professors have been exchanged between the colleges and universities of these two countries to teach or conduct advanced research (p. 17). Annually, for the past five years, between fifteen and twenty Australians and about the same number of American faculty have received Fulbright grants for university lecturing or research.

Australia was chosen for this study for reasons supplemental to its sustained relationship with the United States through the Fulbright program. Foremost, a review of the literature on Fulbright exchanges reveals a peculiar void in the information on exchanges between the United States and Australia. Coupled with this evidence is the goal of Australian governmental officials to bolster educational

linkages with the United States. A recent statement issued by an Australian Consul-General concerns Australian-American relations and how educational exchanges can improve this relationship; Hurford submits that the current level of activity in the field of educational exchanges is "insufficient." He also states that:

> Vast distances between us, intergenerational changes, shifts in our populations' ethnic compositions and the fading of a closeness born of wartime camaraderie are all factors that are challenging to the U.S.- Australia relationship. This makes the development of the education links to broaden the bonds even more important (Hurford, 1990-1991, p. 29).

The researcher proposes that this study, by presenting a detailed affirmation of the benefits of recent faculty exchanges, may contribute to an increased interest in Australian-American exchanges and, in this regard, may be viewed as applied research.

Another reason for selecting Australia for this study relates to the similarities and differences between the United States and Australia. Because Australia shares the English language and, like America, has British origins to its system of higher education, the "culture shock" experienced by visiting scholars between these two countries should be somewhat curtailed. Yet, it was assumed that these two countries are physically distant and dissimilar enough to rouse other (i.e., not language-related) participant adjustment/re-entry challenges which were of interest in the extant research on academic sojourns, and for this researcher.

Purpose

The purpose of this study is to augment the existing research on international faculty exchanges through an examination of Fulbright faculty grantees from the United States who have sojourned in Australia. The principal intent here is to chronicle exchangees' perceptions of their re-entry experiences after spending a period of at least six months away from their home institution. Of particular interest is an examination of participants' assessments of the "reception" they received from their college or university upon returning home.

The specific research questions explored in this study are theoretically grounded in the work of the Gullahorns (1963). These questions were further examined by studying selected input variables; professors' actual experiences during and after the sojourn; and both the specific tangible and perceived outcomes of these endeavors. An itemization of these specific variables may be helpful to illustrate the link between the research questions which follow and the actual interview questions which appear in the appendix.

The **input** variables examined include: the factors involved in the decision to apply for a Fulbright grant; the length of the sojourn; whether this was the first visit to Australia; whether the Fulbrighter had previous study/travel abroad experiences; whether the sojourner had a previous Fulbright grant to Australia; the individual's academic

discipline; faculty rank at the time of the Fulbright grant; the particular Australian institution where the individual was based; and perceived support from individuals at the home institution for undertaking the sojourn.

The **processes** explored included: the degree of contact the individual maintained with his or her home institution; the method of these communications; the Fulbright recipient's primary responsibility at the host institution, i.e., teaching, research, or a combination of responsibilities; the amount of collaboration with Australian scholars in his or her field while in Australia; and pre-departure expectations about returning home.

Finally, the various **outcomes** of the sojourn were examined such as: the perceived benefits of collaboration with Australian scholars; whether the Fulbrighter has returned to Australia since the grant period; the level of contact maintained with Australian colleagues; the degree of similarity between expectations about returning home and the reality of returning home; feelings of costs/benefits incurred by being away; the level of productivity upon return; opportunities to share overseas experiences; perceived level of interest by colleagues at home after the sojourn; the Fulbrighter's documentation of his/her experiences; whether the professor has become a member of the Fulbright Alumni Association; and recommendations for other returnees.

In addressing the study's objectives, the researcher

sought to answer the following questions:

1) What are the demographic characteristics of faculty Fulbrighters to Australia?

2) How do selected background variables of former Fulbright participants (e.g. academic rank, discipline, previous overseas travel/teaching experience, type of Fulbright assignment - teaching, research, or a combination) relate to their re-entry experiences?

3) What transitional issues confront re-entering Fulbright scholars?

4) Do Fulbright professors who perceive their home institutions as being supportive of academic sojourns report easier re-entry transitions?

5) To what extent do returnees recount that the reality of their returning home matched their expectations?

6) In what ways are Fulbrighters' overseas experiences utilized and/or recognized by their home institutions and their discipline?

7) Which post-sojourn activities (e.g. membership in the Fulbright Alumni Association, continued collaboration with overseas colleagues, immersion into work activities) would past sojourners recommend?

Conceptual Framework

This study is concerned with how professors cope with transitional challenges they may face when they return from a

professional sojourn abroad and possible determinants affecting readjustment. Potential re-entry concerns may include feelings of sadness or alienation; being overwhelmed upon return to work; or feeling slighted in terms of institutional recognition of the sojourn experience.

This study examines background variables, overseas experiential factors, and incidents encountered upon return to distinguish why some professors may have an easier time of readjusting than others. Although most of the previous research on overseas travel has focused on the initial adjustment to a foreign culture, re-entry research has attempted to expand upon the original theoretical frameworks.

An often cited review of the literature on sojourner adjustment by Church (1982) provides a brief explanation and critique of the various conceptual approaches which have been used to study host country transitional issues. Martin (1984) imparts a similar assessment of the conceptual frameworks used specifically in re-entry studies. Two of these frameworks, stage theories and curves of adjustment, will be described here.

Several theorists have examined the adjustment process and describe it as a series of stages or phases which sojourners experience (Adler, 1975; Garza-Guerrero, 1974; Jacobson, 1963; Oberg, 1960). Although the number of stages and the names assigned to the stages vary, most researchers describe at least three stages. Initially, there is a

"honeymoon phase" where the traveler is excited by the newness of the experience. This, usually short-lived rapture, is followed by a "culture shock" period which is characterized by confusion or disintegration in confronting the different culture. The sojourner may feel depressed and alienated, and may experience withdrawal. The final stage is "adjustment" and is characterized by awareness, understanding, and appreciation for the new culture. Stage models utilize a descriptive approach, and may be credited for treating "culture shock" as a normal segment of the process of adaptation.

Church (1982) faults stage models of sojourner adjustment because they "encounter conceptual and methodological difficulties in classifying individuals" (p. 541). For example, Church poses the following questions: Is the order of stages invariant? Must all stages be passed through or can some be skipped by some individuals? In terms of re-entry, Martin notes that "while no research to date has characterized the reentry process as occurring in discrete stages, phases have been described in terms of the U-curve of adjustment" (p. 117).

Black and Mendenhall (1991) write that although "the cross-cultural adjustment research literature has largely been conducted from an atheoretical perspective,... when a theoretical framework is imposed, the 'U-curve adjustment theory' has been the one most commonly used" (p. 225).

Studies based on the theory of curves of adjustment describe the sojourner's level of adjustment as a function of time. Martin (1984) suggests that curves of adjustment are very similar in conceptualization to stage theory, although "the assertion here is that adjustment is better represented as occurring as a process, rather than in discrete phases" (p. 119).

Lysgaard (1955) developed the "U-curve" of adjustment after studying 200 Norwegian Fulbright grantees who had received travel grants for various purposes and periods of time in the United States and who had returned to Norway. His hypothesis states:

> Adjustment as a process over time seems to follow a U-shaped curve: adjustment is felt to be easy and successful to begin with; then follows a 'crisis' in which one feels less well adjusted, somewhat lonely and unhappy, finally one begins to feel better adjusted again, becoming more integrated into the foreign community (p. 51).

The Gullahorns compare these rival and alternating stages, which result in feelings of elation and dejection, to the socialization process. According to their theory, the U-curve appears when an individual is "seriously engaged in creative efforts or is deeply involved in a learning experience of emotional signficance" (p. 35). Their description of the curve begins with an initial excitement which they attribute to the novelty of the situation. As complexities are encountered, feelings of depression and/or some decrease in productivity may occur. The curve is

completed with a sense of satisfaction, or possibly personal growth, if the individual "emerges from the plateau and restructures the problem" so he or she can work effectively (p. 35).

Gullahorn and Gullahorn's "extension of the U-curve hypothesis" (1963) proposes the use of an alternative, W-curve, to explain the configuration of exchangee reactions first to the unfamiliarity of their host country's environment and their subsequent feelings of estrangement after their return to their home cultures. The Gullahorns explain how post-return adjustments are a continuation of the process and suggest, somewhat ironically, how the better the sojourner's experience abroad, the more difficult the readjustment becomes. Thus, if a professor, as a result of "resocialization" to the host culture, finds his or her interactions with the new group particularly satisfying, the returnee may find him or herself "out of phase" with the home culture upon return.

Brein and David (1971) offer a similar description of the "W-curve" which they depict as "the adjustment of the sojourner along a temporal dimension" (p. 216); however, here the emphasis is on the range of individual responses.

> The degree and duration of the adjustment decline for an individual sojourner would depend on a number of variables...Thus, the W curve may be descriptive of the change in adjustment of a large number of sojourners, although there may be a great deal of variability among individual curves of adjustment...(p. 216).

While the Gullahorns report that most of the participants

in their study did not find the readjustment process especially traumatic, which they attribute to the strength of their original socialization, they found that participants' evaluations of "certain situations and practices" had been altered enough as a result of their participating in another cultural structure that they felt exasperated by American routines they had previously overlooked. Participants in the Gullahorn study found they were accorded less professional respect at home; yearned for the time they had abroad for reflection and consulting with colleagues; and particularly missed the freedom from committee meetings. According to their findings, "a number of professors expressed annoyance and regret at their home universities' committee obligations requiring them to concentrate precious time on group maintenance functions rather than on creative professional pursuits (p. 40).

Also of interest for this study is the Gullahorns' finding that, for the most part, faculty members who were moderately established in their fields of work and in their university ranks confronted relatively few difficulties in readjusting to their home settings and those who were able to become involved in creative work immediately upon return reported less intense feelings of isolation and alienation.

The Gullahorn study, although nearly three decades old, offers substantial direction in focusing on this study's major thrust. Without directly designating their findings as a

particular phenomenon, the authors provide evidence which suggests that a faculty member's academic sojourn experience, particularly arrival and departure incidents, may alter perceptions and expectations of academic life.

The Methodology - In Brief

Because this was an exploratory study, a qualitative approach was taken. As Miles and Huberman (1984) suggest,

> Qualitative data are attractive. They are a source of well-grounded, rich descriptions and explanations of processes occurring in local contexts...Words, especially when they are organized into incidents or stories, have a concrete, vivid, meaningful flavor...(p. 15)

Semi-structured telephone interviews were conducted with twenty-five American professors who had been in Australia on Fulbright grants within the last five years. On average, interviews lasted forty-five minutes, and when transcribed, amounted to about twelve pages. A copy of the interview instrument appears in the appendix.

In addition to the interviews, a document analysis was also performed. Respondents were requested to submit a recent copy of their curriculum vitaes, as well as a copy of their end-of-exchange report which was submitted to the Australian Fulbright Commission. The latter document, the American Grantee Report Form, is a five page evaluation which solicits feedback on professors' activities, interactions, and any problems encountered during the leave. It is prepared prior to the Fulbrighter's departure from Australia. Taken

together, these items augmented the interview data and provided a means of verification of responses.

The particulars of the study's methodology appear in Chapter Three.

Overview

The next chapter will provide a progressive focusing to the key issue of Fulbright re-entry experiences. Thus, the review of the literature will encompass three tangential and incrementally more relevant research areas: sabbaticals, leaves, and non-Fulbright exchanges; Fulbright faculty exchanges; and, ultimately, re-entry issues. Chapter Three will detail the research methods used in this study, and include an explanation of the procedure used to analyze the data, as well as a discussion of methodological limitations. Interview results and the findings of the document analysis will be presented in the fourth chapter. Chapter five will offer a summary, conclusions, and recommendations for future research and institutional policy. The appendix includes the interview instrument, samples of the study's consent forms, and the introductory and follow-up letters sent to participants.

Chapter II

REVIEW OF THE LITERATURE

Commentary on the Existing Research

To date, most analysis of Fulbright professorial exchanges has been of two types. The most accessible of the literature can be characterized as highly laudatory historical/opinion pieces which often are written in a style of near-incontrovertibility. Riegel (1953) comments: "the exchange instrument has acquired much of the irreproachable aura of the ideals which it appears to serve" (p. 319). The more research-oriented evaluations are rather dated and have been, almost exclusively, government-sponsored reports as is evident in the United States Information Agency's bibliographies on research on international exchanges (Manning, 1988; Spencer & Stahl, 1983).

Characteristic of these opinion pieces, is Smuckler's (1976) introductory comments on international exchanges in general:

> Higher educational institutions, and, hence, the societies of which they are an integral part benefit from a well-established flow of knowledge and scholars across national boundaries. As problems become increasingly complex, even global in nature, this movement of ideas and people will greatly increase in significance and, in some instances, take on critical importance; therefore, international scholarly exchange which embodies this flow

> should be encouraged, expanded, and made as productive as possible. These assertions are seldom contested in serious discussion. They are rooted in the nature of science and the growth of knowledge about man and his environment (p. 44).

A similar argument is offered in a description of the "quiet and efficient success" of the Fulbright program. Here, the assumption is that increased interaction is a panacea for global discord:

> Whatever the original aims of the Fulbright program, the continuing need for exchange programs is unquestioned in a world filled with international tensions. The more the peoples of the world know of one another, the less discord and distrust there will be among them (Ammerman, 1984, p. 421).

Arndt (1987) suggests that the political aspects of the Fulbright program are "worth a book in themselves," but he is more concerned with the question of "why have so few found the [Fulbright] program and other elements of the American presence abroad to be worthy of scholarly research," (p. 16) despite the number of individuals who have participated in the program. Arndt comments:

> Unique questions arise from the choice of millions of Americans to live abroad, from their presence and impact, from the impact of other cultures on their lives as Americans and on American life, from the perceptions others have of us, from those we have of them. Why has the Fulbright program, with perhaps 40,000 U.S. Alumni, attracted so little critical and scholarly interest? How can we provoke interest and attention to the subject so that we may begin to focus thought and research on the meaning of America's crucial experience abroad (p. 16).

Other writers also have wondered about the lack of research or pointed to specific problems with the existing research on international exchanges (Barber, Altback, &

Meyers, 1984; Bochner, Lin, & McLeod, 1980; Deutsch, 1970; Flack, 1976; Gullahorn & Gullahorn, 1960; McCombie, 1984; Nash, 1976; Sell, 1983; Stitsworth, 1989). For example, Bochner et al. (1980) discuss the paucity of re-entry and postsojourn research. Stitsworth (1989) notes that while many enthusiastic assertions have been made about the effects of travel-abroad experiences, "in the past the benefits attributed to participation in international exchanges were largely explained and defended by means of anecdotal evidence" (p. 215). It has been observed by several researchers that the preponderance of studies on international exchange and sojourner adjustment have examined student outcomes (Brein & David, 1971; Deutsch, 1970). Klineberg and Hull (1979) lament that there are "unfortunately very few investigations of these subjective aspects of the foreign experience at the professorial level" (p. 130). Deutsch (1970) describes the studies completed on faculty exchanges and comments:

> In general, evaluation studies of the government-financed overseas programs for faculty, notably the Fulbright-Hays program, have consistently lauded these efforts and pointed to the important contributions which American professors make abroad. There have been strong recommendations from several quarters to extend such overseas experiences to more faculty members...Yet in spite of this substantial involvement and the many reports and enthusiastic essays on the desirability of American faculty involvement in international education, very little research has been done to determine faculty interest and orientation (pp. 134-135).

According to Flack (1976), in the field of international education "the questions by far outrun the reliable answers and knowledge - in evidence, scope, validity, and pertinence.

The research agenda is wide and open - and waiting..." (p. 109). Professorial exchanges have received scant attention in the literature; this is especially apparent when compared to the literature on student experiences abroad. Somewhat surprising, given their international acclaim, Fulbright faculty exchanges have received little recognition by external researchers, as embodied by Arndt's (1987) previously noted concerns.

The review of the literature begins with a discussion of research on sabbaticals and other types of leaves because these studies offer both recency, as well as guidance in the direction of this study.

Sabbaticals, Research Leaves, and Other Exchanges

Evidence of the benefits of a temporary furlough from one's home institution is available in the expansive literature on sabbaticals, research leaves, and other national and non-Fulbright international exchange programs. Although there are certain differences between Fulbright sojourns and other types of "faculty development" programs, many of the motivations for seeking time away and the perceived benefits of participants are analogous.

Daugherty (1980) suggests that a sabbatical leave is "looked upon as an opportunity to refresh and raise the effectiveness of the individual" (p. 1). Some have discussed the "need" for these departures, such as Ralston and Ralston

(1987) in The Sabbatical Book. They suggest that "the professorial existence **does** require periodic change and renewal if it is also to be a scholarly existence" (p. 5). Based on their own sabbatical experiences, these writers claim to have returned more spirited about their teaching responsibilities and more prepared to brave the "petty frustrations" of university life. Sabbaticals have been said to provide an escape from daily routines and might even save "one's mind from going to seed" (Jarecky & Sandifer, 1986).

Baldwin's (1982) discussion of fostering faculty vitality draws upon Kanter's (1979) assumptions about the distinguishing characteristics of faculty who are either "moving" or "stuck." According to Kanter, there is room for professorial opportunity in all activities which involve new challenges and growth in influence and skill. Baldwin comments that faculty exchanges are "an established but underused concept in higher education" and suggests that in order to maintain faculty vitality it is "imperative that colleges and universities provide opportunities for professors to experiment with new roles, acquire new areas of expertise, and assume new challenges" (p. 3). Csikszentmihalyi (1982, 1990) provides a description of "optimal experiences" which focuses on the degree of correspondence or fit between one's opportunities and one's capacities. Csikszentmihalyi states that life's "best moments usually occur when a person's body or mind is stretched to its limits in a voluntary effort to

accomplish something difficult and worthwhile. Optimal experience is thus something we make happen" (1990, p. 3). McCombie concludes that people often expressly pursue novel experiences in their search for an optimal experience. This is well-illustrated by Loewenstein's (1983) comment: "It is quite possible in life to sit back and hope that engaging things might happen. This is not my way. I am willing to make things happen. I am willing to work very hard to make them happen" (p. 8).

Sorcinelli (1986) considers sabbaticals and leaves to be "critical events" in the careers of faculty. Based on data from 112 faculty, she found that faculty agree on the importance of opportunities to learn new things and to take on new challenges and responsibilities. Sorcinelli concludes that these opportunities should occur throughout the career of professors and "are essential to maintaining faculty vitality" (p. 14).

Stine (1987), who conducted a dissertation on sabbatical recipients, found that many professors expressed the need for an "occasional retreat from routine" and sought a sabbatical leave to be rejuvenated. The other most cited reason for applying was the desire for a block of time to complete a project. Stine submits that there is a relationship between growth opportunities and advancement or redirection in the career. "Such experiences help faculty enhance unique strengths and interests, or to rethink what to do in a career"

(p. 28).

Based on 70 interviews with medical school faculty members at seven institutions who had taken a sabbatical leave, 15 interviews with faculty who were eligible but did not take a sabbatical, and nineteen of 35 medical schools solicited that provided information about sabbaticals, Jarecky and Sandifer (1986) found that the sabbatical experience was viewed as "very favorable" by 80 percent of the participants. Three out of four were judged by the authors as having accomplished "something substantial," such as writing research papers or books or reorganizing course syllabi.

Particularly interesting is Loewenstein's (1983) poignant chronicle of her sabbatical leave overseas. Loewenstein discusses the need she felt to leave the familiarity of her family, friends, and colleagues; the culture shock she encountered abroad; her use of time; the friendships she made; and some of the difficulties in returning home. This comment is illustrative of one of the more deflationary insights one can gain in such an overseas transition:

> In packing my bags, I needed to take along my academic titles, my publications... Some of this baggage I even sent ahead; I wanted to be well received by my new community. Fortunately or unfortunately, such ornaments gain entrance, but no more. Recognition and respect need to be earned in each new setting (p. 8).

Toner and Backman (1980) describe the international faculty exchange program between the University of North Carolina at Charlotte and several universities in Great

Britain. They suggest that these kinds of exchanges serve particularly well "in lieu of sabbaticals" which they consider to be "a vanishing species of faculty development" (p. 7). The authors cite three main objectives of their university's exchange program: to broaden the teaching and research perspective of faculty; to have the faculty members share what they learned with their colleagues upon returning home; and to have the visiting scholars provide new perspectives to faculty and students at their host institution.

Hay and Maxwell (1984) discuss staff exchanges based upon their own experiences. They also discuss the potential benefits to both the individual faculty member and his/her home and host institutions. In addition to the individual reward of being able to temporarily depart from a job environment where they feel stale, they suggest:

> From an institutional viewpoint when staff are given the opportunity to operate in a new and different environment, their knowledge and teaching expertise should be enhanced. Their home institution stands to gain from this upon their return. Non-participating staff members also gain from interaction with the visiting staff member. Students may benefit from a more cosmopolitan and varied learning environment (p. 35).

Also from a personal perspective, Rodes (1980) maintains that faculty exchanges are a relatively unexplored way to "overcome academic calcification" and "combat...soporific monotony" (p. 11). Rodes also discusses the rewards that can accrue to the faculty member, students, and the institution.

One somewhat humorous benefit he terms "uninvolved participation;" this occurs when faculty are not required to

serve on committees, but may do so if they desire:

> How refreshing, often amusing it is to sit in on occasional department meetings, or sessions of the Senate or the Faculty. One can listen to petty bickering among colleagues or the prolongation of pointless controversy, even participate in discussion--all without personal involvement. How comforting to realize that one's problems are not unique. Then again, it can be reassuring to find out that one's institution is not hopelessly behind, that others are proposing 'new' ideas that had been enacted at home a decade earlier. Such detachment not withstanding, there is also a thrill to hearing truly 'new' ideas or the discussion of 'new' procedures which one can take back and try to implement at home (p. 112).

Such a constructive outlook may be quite fleeting however, if one is penalized by colleagues upon re-entry. For example, Bucher (1983) writes about his post-research leave experiences: "Now I am being duly punished with inordinate amounts of committee work for my two years of absence" (p. 71). Similarly, Stanojevic (1989) comments:

> The impact of a returning faculty member may have positive or negative impacts on other faculty. The returnee may be seen as a great resource. On the other hand, negative feelings may do much to destroy efforts at promoting multi-culturalism and internationalism by ignoring, devaluing, or attacking the returnee's newly acquired knowledge and skills (p. 5).

Hendel and Solberg (1983) point out that "little evaluative research has focused on sabbatical leaves in spite of their frequency (p. 2) and further suggest that while "the extant literature documents the existence of programs," it notably "only touches the issues of institutional impact and faculty professional development" (p. 3). Hendel and Solberg wonder how the higher education community generally continues

to believe in the value of various types of academic leaves, "despite the lack of documentation of its value to the individual faculty member and to the institution" (p. 3).

Previous research on sabbaticals and other kinds of institutional leaves is germane to this study because many of the professors who receive a Fulbright award do so during a sabbatical year. Additionally, many of the concerns introduced in these studies (e.g. the scope of individual and institutional costs and benefits of faculty taking leaves), are similarly suitable to this dissertation.

Fulbright Faculty Exchanges

The research on Fulbright Scholars is limited. The most extensive studies are decades old, although the Council for International Exchange of Scholars has recently begun to rectify this with commissioned studies and in-house program analyses. This section presents a chronological delineation of the research on Fulbright scholars relevant to this dissertation.

Mendelsohn and Orenstein (1955-56) describe the results of a 1954 survey of Fulbright recipients who had been back in the United States for a year or more. The surveys were conducted by the Bureau of Social Science Research of the American University under contract to the U. S. Department of State. Questionnaire items were designed to answer two major research questions: how does the Fulbright grant experience

affect the exchangee's status, activities, and interests and, do Fulbright grantees share their experiences with the communities to which they return? The questionnaire was sent to each of the 2,634 Americans (with known addresses) who had received one Fulbright award during the academic years 1949-50, 1950-51, and 1951-52. Eighty-six percent of those contacted completed and returned the four-page questionnaire.

Mendelsohn and Orenstein report that practically all returned Americans continue to correspond with host country nationals on an informal basis, and almost half continue the professional contacts made abroad. They also conclude that the Fulbright experience acts "as a stimulant to further research and provides grantees with ideas and facts that are incorporated into such research" (p. 404). With regards to the "sharing" of the Fulbrighter's experiences, the authors found that the most frequent forms of communication include formal and informal presentations before various groups, the use of materials gathered abroad for classroom instruction, and advising other Americans who will be going abroad. One quarter of the respondents had shared the results of their Fulbright exchanges through publications, one quarter had their experiences reported in the press, and fourteen percent had radio or television appearances related to their sojourn (p. 406).

Over twenty years ago, Gullahorn and Gullahorn produced for the Department of State an assessment of professional and

social contributions by American Fulbright and Smith-Mundt grantees between 1947-1957. Based on this voluminous document, which involved 300 interviews and responses from over 5,300 questionnaires, the evaluators issued several brief reports.

In two journal articles, the researchers specifically address faculty exchanges. In the first (1960), which discusses the capacity of professors to be cross-cultural mediators, the research is based on data from 217 American Fulbright Senior Scholars from nine midwestern states. In summary, the Gullahorns stress the enduring nature of relationships made abroad and how the status of the visiting professor is favorable for collaborative work arrangements.

The Gullahorns' findings portraying sustained relationships with overseas associates concur with those of Mendelsohn and Orenstein (1955-56). More than 80% of the scholars and lecturers kept in contact with professional colleagues abroad although, on average, they had returned home four years before. Other indicators were that over half of the returned grantees had made donations to the libraries of their host institutions, and that almost half had arranged lectureships or fellowships for their colleagues or students abroad, and three quarters had attempted to do so. Also, over half of these scholars had arranged correspondence between their American colleagues and students and professionals whom they had met abroad. According to the authors, "in some

cases, fairly large networks of persons conducting research on common problems had been established" (p. 416).

The Gullahorns contend that the status of being a Fulbright scholar "simplifies...the initiation of formal contact with students, and colleagues" (p. 417). In terms of relations with colleagues at the host institution, they suggest that this is both because the visitor is not viewed as a competitive threat and because he or she has a "legitimized rank". The authors conclude that this uncommon status would allow visiting Fulbright scholars "to initiate positive modifications of attitudes of those in the host institution" (p. 416).

The Gullahorns' 1962 paper continues the theme of Fulbright professors as "agents of cross-cultural communication." This paper concentrates on the 958 Senior Scholars surveyed and interviewed in their larger study, and differs from the first in that it distinguishes between faculty in the natural sciences, social sciences, and the humanities on issues concerning adjustment to the host institution, collaborations, and post-return professional activities. Of particular interest for this study, the Gullahorns address acclimation and re-entry issues for visiting professors.

American natural scientists abroad had fewer adjustment problems and had more collaborative interactions than visiting social scientists or professors in the humanities. Natural

scientists also tended to present more papers at meetings of professional societies after returning home. The authors note that the social scientists were the most gregarious visiting Fulbrighters in the sample as demonstrated by the fact that they had made the most radio and television appearances related to their overseas experiences and had written more newspaper articles concerning their overseas experience than members of the other two groups. They also found that social scientists and their families made "significantly more non-professional speeches concerning American culture to groups of host nationals" (p. 291).

The Board of Foreign Scholarships published one of its annual reviews in 1963 "to present for the first time a picture of how the U.S. educational exchange program looks from overseas" (p. vii). Experiment in International Understanding provides a detailed glimpse of the U.S. educational exchange program with Italy. The report includes a section on the year's highlights; a description of the accomplishments of the 1961-62 group of American grantees (teachers, lecturers and researchers, graduate students, and former grantees); the contributions of Italian grantees; special projects; a discussion of several procedural functions including the orientation and follow-up of grantees; and recommendations for the program's improvement. Although accomplishments dominate the text, problems are also noted in the report. For example, there is a section which states:

> Taken as a whole the 1961-62 group of students can be said to be of good average caliber but not outstanding. Five out of the 10 travel-only grantees presented problems of various kinds, and 2 of them returned to the United States during the first months of their grants (p. 17).

A full-length and frequently cited book, The Fulbright Program: A History (Johnson & Colligan), was published in 1965. Following a foreword written by Senator Fulbright, the book is divided into four parts: a description of the program's inception; chapters on exchanges with different countries; American participation in the program as both grantees and hosts; and a brief section on the future of the program. Although this book is nearly thirty years old, it provides valuable background information on the Fulbright progam.

Related to the Gullahorns' findings about the status of visiting scholars are Kelman's (1975) conclusions which are derived from theories of attitude change. Kelman stresses the importance of the visitor becoming a full-fledged participant as opposed to a "specimen" who is incessantly requested to speak about his or her native country or to communicate his or her judgments about the host country. Kelman maintains that the visitor will be most satisfied with the exchange experience if it provides new information about the host country in the context of a positive interaction with some of its people. He suggests:

> Such involvement increases the likelihood that the experience will be rewarding, maximizes the opportunities for meaningful contacts with nationals of the host

> country--whether as individuals, as colleagues, or as people with whom the visitor shares common interests and goals--and facilitates the formation of substantial and lasting ties via an important joint activity. Insofar as possible, he should be treated not as a visitor, who is in a special category and requires special attention, but as a regular member of the organization--albeit a temporary one--whose participation in its ongoing activities is desired, needed and even expected (p. 93).

Rose (1976) studied the Senior Fulbright-Hays program in East Asia and the Pacific. Over 125 interviews were held both in the United States and on the other side of the Pacific, and more than 600 questionnaires were completed by American and foreign Fulbright-Hays scholars who had gone to or come from Australia, the Republic of China, Japan, Korea, New Zealand, and the Philippines.

Rose offers several policy recommendations suggesting that greater "use" should be made of former grantees. Rose advises that Fulbright alumni could be of great assistance to others who are preparing to go abroad. Another suggestion that emerged from the survey urges Fulbright alumni to "take it upon themselves to serve as agents of acculturation" (p.21):

> Former local Fulbrighters [should] be put in contact with those coming to the United States from abroad to give them a more intimate impression of what the cultural, social, and especially, academic scene is like in the sites of their assignment (p.20).

Although these suggestions seem to be targeted at easing the orientation of new sojourners, the proposed assignment of returned Fulbrighters, i.e., to help others by sharing their experiences and knowledge, may concurrently provide benefits

to the alumni by enhancing their feelings of self-worth.

In the late 1970s, Hull and Lemke presented a "retrospective assessment" of the senior Fulbright-Hays program based on a survey comprised of a random sample of 100 of the program's alumni who had been grantees 12-17 years earlier. The authors achieved a remarkable 97% response rate. In possible defense against the post-hoc nature of their study, the authors comment "over the years some memories could be assumed to have dissipated, allowing deeper consequences to surface" (p. 6).

Of note is the almost unanimous response (96%) of those surveyed who would recommend a period abroad to a close friend based on their own experiences abroad. Hull and Lemke present a demographic picture of the past participants: they had ranged in age from 24 to 61 when they had gone abroad, although the average age was 40. Over 80 percent were married at the time of their award and of those, 97 percent were accompanied by their spouse and over 70 percent by their children.

Also included in the Hull and Lemke assessment is a list of specific positive outcomes that can be expected from Fulbright overseas exchanges and a ranked list of favorable consequences reported by past participants. The top three responses mentioned were "increased enjoyment in learning about other countries;" "broadened sensitivity to political aspects of life at home and abroad;" and "stimulation or

motivation to continue in one's field of choice" (p. 8). Substantial consensus in responses is noted; over 70% of the respondents agreed with ten of the thirteen consequences included.

A collection of forty-seven essays written by Fulbright alumni was published in 1987 (Dudden & Dynes). In addition to personal accounts of individual "encounters and transformations," the book provides a succinct history of the program and a description of the roles of the Council for the International Exchange of Scholars and the Board of Foreign Scholarships. The editors admit that "objectivity confronts pedantry in a number of instances, enthusiasm even veers toward polemics...Undoubtedly there are errors of fact, certainly there are biased judgments..."(p. 6). However, they are also correct in suggesting that much can be learned through these personal reminiscences and that the compilation provides a "vivid sampling of the varieties of the Fulbright experience" (pp. 6-7).

Pye, in a symposium on future directions for academic exchange (Seabury et al., 1987), presents several proposals for improving the Fulbright program as it relates to faculty. Pye criticizes the existing program for assuring "little continuity over the years between an American Fulbrighter and the faculty with whom he or she was associated abroad" (p. 158). To counteract this problem, he suggests shorter visits and allowing collaborators cross-visitations between countries

over several years.

Pye is also concerned with the calibre of today's Fulbrighters and discusses how budgetary constraints and confusion with other, less distinguished exchange programs, may be harming the reputation of the Fulbright program. Pye concludes his set of recommendations by commenting that Fulbright award winners are not given proper recognition by their home universities. He states that "a concerted effort must be made to persuade universities that they benefit significantly from the opportunity afforded their faculty by Fulbright awards and that awards reflect recognition of some of their ablest people" (p. 159).

In the first chapter, reference was made to a recent study commissioned by the Council for International Exchange of Scholars. The Goodwin and Nacht (1991) book focuses on the failure to internationalize higher education, and is based on over one thousand interviews with American faculty at thirty-seven colleges and universities. The book is particularly helpful in presenting an uncomplicated discussion of: historical trends in professional academic sojourns; the arguments of those who do and do not participate; an itemization of individual costs and benefits associated with international sojourns; an interpretation of campus attitudes, and various obstacles to international experiences; and case studies of successful exchange programs at different institutional types.

In 1992, CIES undertook a program analysis project on the impact of Fulbright grants on participants in three of their programs: the American Studies Program, the Regional Research Program, the Scholar-in-Residence Program. An additional part of the analysis provided a profile of participation by professionals in the Fulbright Scholar Program. According to the Director of Recruitment and Liaison at CIES (personal communication, S. Blodgett, November 24, 1992), this endeavor was undertaken to address the problem of the dearth of information on the impact of Fulbright grants on faculty. He explained that, "This initial empirical venture utilized survey research, but was limited by time and resources as to the level of sophistication that could be accomplished. It was largely seen as an internal examination." According to the memorandum addressed to CIES Board Members describing the reports, the findings will be used in several ways: internally, to enhance organizational knowledge and understanding of the program's impact; to strengthen Fulbright presentations to scholars and their institutions; and possibly some of the information will be submitted as articles to journals or newsletters of international education administrators, or higher education associations. The results of the two most relevant surveys are summarized below.

The American Studies Program Analysis (1992) reported that the majority of grantees' found that their Fulbright grant had a positive or very positive impact on their

professional life. Although most respondents held lecturing appointments or lecturing combined with research, an "impressive proportion" reported at least one or more creative works, conference presentations, or publications resulting from their grants. More than half of the respondents reported that, as a result of their Fulbright award, they gained new research interests which were useful in developing new courses, or in modifying existing courses. This analysis also found that a significant number of the respondents reported engaging in a variety of activities which enhanced internationalization efforts on their campus.

The Fulbright Regional Research Program Analysis (1992) found that recipients are very successful in receiving other types of grants for research support. This study had similar results to the preceding study in that Fulbright grantees overwhelmingly reported a positive effect of their grant on their professional lives and activities after their return to the United States; their research output resulting from the grant was notable, and more than half indicated some degree of course revision. Collaboration with colleagues abroad, either during the grant or after, is high, and this aspect of the grant is the most often mentioned advantage of the grant experience itself.

The present study sought to revisit some of the issues raised in previous research such as: professors' perceptions of the outcomes of their sojourn; the opportunities available

for grantees to share their Fulbright experiences when they return home; the nature and extent of continuing collaborative relationships beyond the grant period; the range of re-entry transitional problems reported by returnees; and how greater use may be made of the experiences of Fulbright alumni.

Adjustment and Re-entry Issues

Prior research has identified an interesting variety of issues regarding Fulbright and other institutional leave programs. A concern which recurs in this body of literature, but which has not previously been examined as a separate issue, relates to the intricacies of re-entry which confront faculty who choose an overseas work experience. Thus, many of those who have written about academic leaves have also alluded to the possible difficulties in returning from an extended period of absence (Garraty & Adams, 1959; Herman, McCart, & Bell, 1983; Hull & Lemke, 1978; Jarecky & Sandifer 1986; Khalatbari-Tokekaboni, 1986; Loewenstein, 1983; Stine, 1987). Furthermore, concern with adjustment issues appears to be warranted considering that half of the faculty interviewed in a study of sabbaticants (Stine, 1987) reported feeling anxious about the prospect of returning home.

In a study by Herman et al. (1983), which had the goal of learning more about the factors that encourage, rather than inhibit, career growth among faculty, they state:

> Some professors raised the previously unexplored issue of what happens when people return following an opportunity

> to develop and change. In those cases where the institution accommodated the change, as with a person who returned and took on new roles, both the person and the institution benefitted. In several cases, however, someone came back with new ideas and skills and simply felt like "a square peg in a round hole"(p. 55).

In defining re-entry, several writers note that in many ways this experience parallels the tribulations of entering a new culture for the first time, i.e., "culture shock" (Asuncion-Lande, 1980; Gullahorn & Gullahorn, 1962; Westwood, Lawrence, & Paul, 1986). Garza-Guerrero (1974) describes culture shock as being akin to the process of mourning for something lost and emphasizes the individualized reactions of the person involved.

Adler (1975), from another perspective, discusses the potentially positive aspects of culture shock including the possibilities for cultural learning, self-development, and personal growth; he views the experience as a "journey into the self" (p. 22). Adler's affirmative slant on re-entry transition receives endorsement from Bennett (1977) who asserts that "the potential for stimulation and challenge is as much a part of culture shock and transition shock as is the potential for discomfort and disorientation" (p. 49). If viewed as a "challenging opportunity," transitional experiences may be more beneficially channeled. Bennett writes:

> Just as other life-change experiences often force us to examine our identities and adaptability, culture shock can also be perceived as a highly provocative state in which we may direct our energies toward personal development. We are forced into greater self-awareness

by the need for introspection (p. 49).

Feelings upon returning home have been likened to "cultural collisions" and some returnees may experience "an exile's feelings" or "feelings of spiritual loneliness" (Fry, 1984, p. 61). Raschio (1987) comments that "because of diverse experiences abroad, psychological factors, and elements in the home environment, each person's reentry process is a very personal experience" (p. 157). La Brack (1985), on the other hand, maintains that the process of re-entry has "at least some separable and autonomous characteristics which transcend the particularistic experiences of returnees" (p. 3). La Brack contends that "the commonality and patterning of the process as a social event has been largely overlooked" because what little attention has been paid to re-entry has overemphasized "the unique personal level of returnee adjustment" (p. 3).

Asuncion-Lande (1980) found that there are four distinctive stages of readjustment including the initial excitement of returning home; the abatement of the excitement as one tries to get reestablished; the attempt to gain control which might include "scapegoating" of friends and co-workers who are found to be lacking in sympathy; and a final "slow and painstaking" process of readaptation (p. 142).

The Gullahorns' (1962) research asserts that readjustment is affected by three variables: whether the individual has previously experienced a major geographic move; the degree of

security of the roles to which grantees return to at home; and the degree to which the returnee becomes involved in creative work immediately upon his/her return (p. 292).

Westwood et al. (1986), focusing on returning students, comment that "rather than being regarded as a welcome agent of change and progress, the student may be envied and forced into a struggle for recognition" (p. 225). Wilson (1985) concurs, suggesting that beyond the occasional "show and tell," there are frequently not many people who are willing to listen or who seem genuinely curious. Arndt (1987) offers a narrative from J. K. Galbraith which depicts the "disheartening lack of curiosity" about the quality of the returnee's experience. Upon returning to Harvard after spending several years in India as an ambassador, a colleague begged him to tell all about it, "but not now" (p. 27). Herman et al. (1983) maintain that a "frequently overlooked aspect of career development" occurs when a professor comes back from a renewal experience and no preparations are made for assimilating his or her new skills and experience into a new or modified work role (p. 59). Thus, a newly invigorated professor may return with a fresh research agenda, ideas for teaching a new course, or even administrative suggestions, and perceive that he or she is expected to continue unaltered. Without an institutionally sanctioned outlet for expressing new ideas, both the individual and the institution stand to lose.

Grove explains why the subject of re-entry is often

overlooked:

> The commonsense view of an expatriate's homecoming has been that readjustment was more or less automatic. (This was, after, all, his native culture!) But this view was wrong. The reason why it was wrong was that it failed to take into account the degree to which an individual is capable of adjusting to a different culture, is capable of becoming, culturally speaking, a different person (p. 9-10).

Clague and Krupp (1978) suggest that viewing international assignments as a "one way street," i.e., presuming that transitional problems can only occur at the outlet, leads to a "relatively cavalier" treatment of repatriating employees.

Smith (1975) asserts that another of the "hazards of coming home" is the feeling of diminished status. "Abroad... he was probably a considerable figure in the business community and perhaps a social lion as well. Back home he is likely to be just another vice president" (p. 72-73). Kendall (1981) refers to a phenomenon he calls "job shock" which occurs when an employee, who has become accustomed to working in a fairly autonomous situation overseas, returns to a position and feels less personal responsibility.

Lack of institutional concern for returning sojourners has been faulted by several researchers. Dudden (1978), writing specifically about Fulbright alumni, states that "ex-grantees represent a largely untapped resource of talent and experience" (p. 18). Riegel (1953) asserts that one in four participants in exchange-of-persons programs report some amount of personal frustration because he or she had never

been able to apply the experience and knowledge gained overseas. Riegel also discusses the "residual effects" of individuals who had participated in exchange-of-persons programs. While Riegel agrees that recently returned grantees are often active in communicating their overseas experiences, he comments that "the evidence of continuing promotion...is not impressive" (p. 325).

> On the contrary, it would appear that there is little activity of this kind, and the number of grantees with the means and opportunity to promote understanding is so small, and their circle of influence so limited and specialized, that they have little effect upon the total population (p. 325).

Jarecky and Sandifer (1986) admit to feeling surprised "at the rather casual institutional response" to faculty members returning from sabbatical leaves. While most institutions require that the faculty member submit a report upon his/her return (Daugherty, 1980), most of these reports apparently are merely filed away. Thus, it is not so surprising that nearly half of the administrators in Green's (1984) study felt they were either "inadequately" or "not at all" able to evaluate the performance of faculty who had participated in an international exchange.

In contrast, Rice (1983) describes the leave program at the University of the Pacific in Stockton, California. The program is considered to be a key faculty development resource, and as such, a good deal of emphasis is placed on post-leave reporting and the dissemination process. Rice reports:

> A complete report on leave activity is made available one month after one returns from leave. It is put on file and made available to all faculty. It includes reasons for failing to achieve the goals that one projected in the planning process as well as an account of achievement. These reports are used by other faculty that are doing their own planning...The faculty leave activity is reported in the annual report from the Academic Vice President and the report is distributed to everyone. The descriptions of leaves become sources of conversation and a means for making connections across departments and schools... People are getting together, making contact through finding out what others are doing on their leaves, and sometimes organizing faculty forums around those topics. Dissemination encourages colleagueship across departments and schools. Faculty are encouraged to share the results with the academic community in some way and there is an attempt to make faculty accountable in that regard. Such sharing can take place in a faculty forum or in department meetings. The results of leave activity can be shared in various campus publications and, of course, formal publication is encouraged (p. 80).

Various antidotes to readjustment problems have been suggested. Grote (1987) recommends that ways of "exploiting (in the best sense)" individuals who have had international educational experiences need to be found. Stine's (1987) interviewees had specific recommendations to prevent re-entry anxiety; the most popular suggestion relates to sharing the experience with others to achieve a sense of closure. Some respondents suggested that an awareness of the potential problem might be sufficient protection. Yet another approach, endorsed by Stitsworth (1989), was to ease slowly back into the old routine and allow enough time for "postexchange processing" to reflect on the time away. It is additionally recommended that the returnee keep a detailed record of his or her activities while overseas and "consider the means for

sharing information during the final months abroad" (Ebersole, 1990, p. 29).

Swinger (1985) provides a "guide for students of all ages anticipating a period of study abroad" which includes suggestions for preparing for re-entry. Swinger proposes that the returnee realize that "while you were gone, life went on" (p. 37). He also suggests that returnees get in touch with people who have traveled to the same countries that they have since "they will be eager to compare notes and will appreciate certain anecdotes that you do not want to share with everyone" (p. 38). Finally, it is suggested that returnees immediately start planning another trip.

Several worthwhile suggestions appear in the general literature on repatriating international personnel. There is general agreement that proactive steps should be taken, i.e., repatriation must be considered at the time of the initial assignment overseas (Clague & Krupp, 1978; Harvey 1982; Kendall, 1981; Napier & Peterson, 1991).

Like many colleges and universities, organizations with overseas employees frequently treat their expatriates as "out of sight, out of mind," and overseas employees complain of feelings of being isolated and ignored (Harvey, 1982). One suggestion for remedying this dilemma involves providing expatriates with frequent communication and being kept up-to-date with domestic operations as well as being personally linked with a "sponsor" (Black, 1991), "mentor" (Harvey,

1982), or "buddy" (Kendall, 1981).

The issue of valuing the repatriates' foreign experiences appears to be of consequence. In Black's (1991) study of returning expatriates it is noted that ninety-one percent of all of the managers questioned felt that their firm did not value the international experience they gained. Similarly, Adler (1981) found that organizations at home "tended neither to recognize nor to utilize" (p. 342) these new skills. Adler discusses a "xenophobic response":

> Colleagues do not know how to value foreigners or foreign work experience, nor do they know how to integrate cross-cultural skills in the home organization...Colleagues seem to expect returnees to relearn the ways of employees who have never been overseas. This attitude denies the organization potential benefits from overseas experience (p. 351).

Napier and Peterson (1991) report:

> Expatriate managers find they have developed managerial skills, tolerance for ambiguity, multiple perspectives, and the ability to deal with people in the foreign assignment. Yet they often return to find their superiors uninterested in hearing about the overseas assignment or using some of these new skills (p. 20).

An early examination of American professors abroad (Garraty & Adams, 1959) suggests that some sojourners anticipate that being out of the United States and away from the home institution may entail "the loss of opportunities of various kinds - chances at better jobs, speaking opportunities, and so on" (p. 160). Norton (1977) reports that academic sojourners cite "missing important developments related to their jobs" (p. 122) as a disadvantage incurred from even short-term overseas visits. Sojourner perceptions

of forfeited opportunities and inadequate contact with the home college or university may be counteracted with institutional assistance. Stanojevic (1989) suggests:

> The critical element to effective and useful integration is dependent upon vigorous institutional support. The chairperson is a critical catalyst to management's success in utilizing effectively the returnee's experiences and in minimizing re-entry stresses...The college and its staff should prepare for the person going overseas, keep a communication link with the person during the overseas placement and plan for the use of the person's experiences on return (p. 5).

Although Ellingsworth (1985) suggests that there is a need for more knowledge about sojourners prior to, during, and following their trips abroad, several researchers have specifically discussed the lack of attention to the re-entry side of sojourn research and note that an awareness of returnee transitional issues is a relatively new phenomenon (Adler, 1981; Brein & David, 1971; Grove, 1982; Harvey, 1989; La Brack, 1985; Martin, 1986; and Sussman, 1986).

Martin (1986) points out that the lack of systematic research on re-entry "is in direct contrast to the myriad of empirical studies on the adjustment of the sojourner to the foreign culture" (p. 2). Analogous criticisms of sojourner research appear in the literature on the repatriation of international personnel (Clague & Krupp, 1978; Harvey, 1989) Harvey notes that "preparing managers for foreign assignments has been the focus for many academic researchers in the past decade," but that one concern related to expatriate executives that has not received as much regard is the difficulties

connected with re-entry into the domestic environment and organization or the repatriation of corporate executives (p. 131).

Sussman (1986) differentiates between the adjustment difficulties sojourners experience in their initial overseas adjustment and upon their return home and comments that these differences "suggest both the complexity and unique character of the re-entry process" (p. 236). Sussman highlights several of these distinctive dimensions of re-entry such as: the "unexpectedness" of re-entry problems; changes which occur within the individual as a result of the overseas experience of which the individual may not be fully aware; real or expected changes in the home culture; the expectations of friends, family, and colleagues who assume returnees will exhibit "normal" or "pre-sojourn behavior," and are not expecting new and different behaviors from the returnee; and the lack of significant interest of colleagues and friends in the sojourn experience.

Jacobson (1963) suggests that research during the sojourn pre-departure phase should be complementary to that in the home country pre-departure phase. Some of the questions which Jacobson deems important are:

> How have attitudes toward change developed over time? What are expectations about reception at home? How have aspirations and career plans altered? What does the traveler see as the implications of these alterations for his adjustment at home? What aspirations does he have for introducing change in his home environment? How well is he prepared to accomplish changes in his home environment? (p.128).

Adler's (1981) study, based on an examination of the re-entry process of two hundred governmental and corporate employees, reveals findings contrary to the "implicit assumption" that returning home is without complication. Adler's analysis suggests that re-entry is slightly more difficult than the initial entry transition. Adler also reports that employees "suffered equally" from re-entry shock, regardless of where they sojourned or their type of overseas assignment.

Finally, La Brack (1985) comments:

> Perhaps the study of returnees is even more urgent given the magnitude of the world-wide intercultural contacts which are destined to take place in the last fifteen years of the twentieth century (p. 5)... What they learn from each other in the technological sphere is important, but what we learn from other's cultures, how we learn it, and what we do with it when we return home is crucial. Reentry adjustment is a key to that process (p. 18).

Chapter Summary

This chapter has presented a review of the literature on three topics of tangential importance to this study. The initial section examined research on sabbaticals, research leaves, and other, non-Fulbright, exchanges. There is consensus among researchers that there are many benefits associated with a temporary leave from one's regular routines and responsibilities including the chance for rejuvenatation; the potential for new challenges, learning opportunities, and colaborations; as well as the time to concentrate more singularly on promising research projects. Researchers in

this area have also suggested that the benefits obtainable from faculty leaves may have an impact not only on individual faculty members; benefits may accrue to colleagues, students, and the institution if the faculty member has adequate opportunities to share the experience and what they have learned.

With the exception of the recently commissioned efforts and internal studies generated by the Council for International Exchange of Scholars, the research on Fulbright faculty exchanges is markedly limited and dated. Similar to the previously discussed research on non-Fulbright leaves, the importance of "sharing" these experiences has also generated interest among Fulbright exchange researchers. Studies of Fulbright faculty exchanges have also explored the benefits of professorial sojourns, the extent of continuing collaborations, and some of the obstacles facing Fulbrighters.

There is a growing body of literature on re-entry which includes lucid definitions, descriptions, and conceptual models, Although there is very little written specifically on faculty re-entry, there is much that can be applied from research on returning students and repatriating employees. The re-entry literature contains plausible explanations for why this type of research has been neglected, as well as potential antidotes to readjustment problems. Again, the issue of recognizing and utilizing the experiences of returnees is addressed, but here it is given substantially

more emphasis.

The trend for researchers interested in international exchange has been to focus on students as a population, and to concentrate on the initial adjustment, or "culture shock," side of the transitional continuum. It is apparent from the review of the literature that there is a paucity of research specifically on Fulbright faculty exchanges, and virtually no previous research on transitional issues affecting Fulbrighter professors.

This study particularly benefitted from, and was guided by the early work of the Gullahorns completed in the 1960s, the more recent study by Stine (1987) on sabbaticants, and the growing body of literature on re-entry. Additional reference to the studies cited in the literature review will appear in the analysis section.

The following chapter provides a comprehensive detailing of the qualitative methodology used in this study, the method of analyzing the data, and conceivable methodological limitations.

Chapter III

METHODOLOGY

To focus on the variations between individual characteristics and key outcomes, qualitative methodology was employed in this study. Specifically, a case study method involving both interviews and document analysis was used. As suggested by Stine (1987), the researcher used a semi-structured interview format in order to obtain "personal idiosyncratic insights" and a richness of detail.

Sample Selection

A statement by a case study researcher (Yin, 1989) confirmed this researcher's suspicion that there is no formula for selecting a sample size for this type of study. Yin maintains that sampling logic should not be used in multiple-case design, and that sample size is "a matter of discretionary judgmental choice" (p. 57).

Sample size was restricted by a limited population. Each year, in the past five years (1986-1991), between eleven and twenty-three professors have received Fulbright awards to Australia. This study's sample was "purposeful" (Patton, 1980) in that the researcher was specifically interested in

examining the experiences of those faculty who had been involved in a Fulbright lecturing or research exchange to Australia of at least six months duration and which has taken place within the past five years. This time limit was believed to be suitable to obtain an adequate number of respondents while allowing for relatively recent memories of the experience. On average, about nine professors receive a grant of at least six months duration annually.

A somewhat comparable and notably well-executed dissertation study conducted by Stine (1987) involved a similar number of interviewees; this was also useful in determining the sample size of this study.

An effort was made to include Fulbrighters from various academic disciplines, institutional types, and from different academic ranks. Potential participants were identified with the assistance of the American Fulbright Alumni Association and the Council for International Exchange of Scholars.

The design sample originally called for a total of thirty in-depth telephone interviews, allowing six interviews to be conducted in each of the five years under consideration, with the intent of having two each from the sciences, social sciences, and the humanities. The actual sample size was twenty-five, which represents slightly more than fifty percent of all the Fulbrighters who went to Australia for at least six months during the five year period. The adequacy of this sample size was confirmed by the researcher's awareness of

diminishing returns after approximately twenty interviews.

Interview Design

In developing interview questions (see Appendix A), the researcher sought guidance from the Green (1984), Gullahorn (1958; 1962), Seiter and Waddell (1989), and Stine (1987) studies. Participants were asked to provide details about: their reasons for seeking a Fulbright grant, the reactions of their department heads and colleagues to their Fulbright leave, Fulbrighters' level of satisfaction with their accomplishments abroad, the extent of collaborative involvements overseas as detailed on their curriculum vitaes, how they have maintained contact with the people they met, post-return activities related to the exchange, forms of institutional recognition at both the home and host institution, re-entry difficulties and means of coping with these concerns, whether they are active in the Fulbright Alumni Association, and their recommendations for improving re-entry transitions in exchanges between Australia and the United States.

Procedure

The researcher pilot tested the interview protocol with four Chicago area Fulbright faculty alumni who had taken leaves to English-speaking countries within the last two years. Potential interviewees were first contacted through a

letter (see Appendix B) which briefly described the dissertation study, and explained that they would be participating in the pilot portion of the investigation. These professors were also asked to sign and return a consent form (see Appendix C) which would allow the interviews to be taped. Conversations were recorded using a telephone pickup, an uncomplicated and inexpensive device which, on one end attaches to a telephone earpiece with a suction cup, and on the other has a cable which is plugged into a tape recorder. Following the interview session, conversations were transcribed and analyzed. Modifications were then incorporated based on the respondents' feedback and input from the dissertation committee.

Thirty potential interviewee names were selected from lists obtained from the Council for the International Exchange of Scholars (CIES). The researcher chose a total of six professors per year with the intent of having two each from the sciences, social sciences, and the humanities. The CIES lists included professors' institutional affiliations at the time of the award, but did not include mailing addresses. Institutional addresses were found in the National Faculty Directory (1992) for twenty-five of the thirty; two had changed institutions since receiving the Fulbright, but could be located at another college or university, but five professors were not listed in the directory. An effort was made to contact the institutions where these individuals had

worked at the time of the Fulbright, but forwarding addresses were not available. Five additional names were selected from the CIES lists, but it was no longer possible to insure that the major disciplinary groupings were equally represented.

Each potential interviewee was mailed a letter of introduction (see Appendix D), a consent form, a copy of the interview instrument, and a pre-addressed stamped envelope in mid-March of 1992. Within the next two weeks, initial telephone contact was attempted to determine whether these professors had received the information and to set up interview dates and times. Several professors returned their consent forms prior to being telephoned, and these were the professors with whom it was easiest to schedule interviews. More frequently, reaching professors required repeated calls and messages before a particular professor was available; a few were out of the country, and once the academic year ended in May, certain professors were no longer on campus. For this reason, interviews took place from late March until September. One professor refused to be interviewed due to a lack of time for "this kind of thing," two others did not return repeated messages, and two of the five professors chosen in the second sampling had also left their institutions without forwarding information. At this point, it was agreed upon by the researcher and the dissertation director that twenty-five interviews would be sufficient. Five professors were interviewed in each of the years 1986-1987, 1988-1989, and

1989-1990; four were interviewed for the 1987-1988 grant year; and six were interviewed in the 1990-1991 group.

Some interviews lasted longer than others; the range was between twenty minutes and an hour and ten minutes, although the average interview lasted forty-five minutes. Interviews were transcribed as soon after the conversation as possible, and analyzed individually for distinctive responses.

Data Analysis

When all of the interviews had been transcribed, the researcher recorded each response to each question (e.g., all twenty-five responses to "What factors helped you decide to apply for a Fulbright grant at this point in your career," etc.). This process, although time consuming, offered an opportunity for data reduction which later, greatly eased the analysis process. Miles and Huberman (1984) define data reduction as "the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes" (p. 21). They maintain,

> Data reduction is not something separate from analysis. It is **part** of analysis. The researcher's choices of which data chunks to code, which to pull out, which patterns summarize a number of chunks, what the evolving story is, **are all analytic choices**. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that 'final' conclusions can be drawn and verified (p. 21)

The researcher then examined the responses to each question to identify both unique and recurring issues and concerns. Several of Miles and Huberman's (1984) "tactics for

generating meaning" were utilized, e.g., counting, noting patterns and themes, and clustering. The authors describe the purposes of these tactics as twofold: "To reduce the bulk of data and to find patterns in them...[These] are all pattern-forcing exercises. The task is essentially that of saying to oneself, 'I have a mountain of information here. Which bits go together?" (p. 224)

Document Analysis

In addition to the interview data, additional information was collected. As suggested by Guba and Lincoln (1981), "documents and records are a stable, rich, and rewarding resource" (p. 232). Wilson and Bonilla (1955) complain that "only minimal use has been made of existing records and standard report forms...much remains to be done to systematize such record-keeping and observation in a way that would make them more useful to scientific evaluations" (p. 30). The documents selected for examination in this study were participants' curriculum vitae, and the final reports submitted to the Australian Fulbright Commission, (i.e., the American Grantee Report Forms). In addition to the demographic data gathered during the interview (e.g., academic rank, discipline, institutional type, educational background, previous study abroad experiences), the researcher also sought to gather additional data about Fulbrighters from these documents: educational background; academic discipline;

current rank and dates of promotion and tenure; and a dated listing of paper and book publications (including co-authors), as well as presentations made at professional meetings.

The American Grantee Report Form is a five page evaluation which solicits Fulbrighters' comments about their activities, interactions, and any problems encountered. Since the document is completed just prior to the professor's departure from Australia, for some Fulbrighters it includes details that were forgotten by the time of the interview.

At the conclusion of the interview, respondents were informed that the researcher would send them a copy of the interview transcript which they would be allowed to edit. The transcript was mailed with a letter (see Appendix E) thanking the professor for his or her time and requesting a copy of their curriculum vita and their end-of-exchange report. Compliance to this request was minimal. Three professors returned the transcripts, and these arrived with relatively minimal alterations, e.g., changing their "Yeah," responses to "Yes." Only five professors returned both of the requested documents, seven sent only their curriculum vitaes, and thirteen sent neither document.

Several professors had either mentioned on the telephone or written that they could not locate their Fulbright reports. With this in mind, a letter was sent to the director of the Australian Fulbright Commission requesting access to these documents. The director responded that his office could offer

assistance if there was evidence that the Fulbrighters were in agreement. A letter of explanation (see Appendix F), a consent form (see Appendix G), allowing the Australian Fulbright Commission to release a copy of the report to the researcher, and a pre-addressed stamped envelope was sent to the twenty professors for whom this information was missing. Eleven professors responded to this request - five also enclosed their curriculum vitaes.

Another copy of the consent form, a pre-addressed stamped envelope, and a hand-written post-it note were sent to the remaining nine professors. It should be noted that only one of the professors in this group had sent a curriculum vita in response to the original request, and that this follow-up only requested the return of the consent form. It is assumed that many of the noncomplying professors do not have an updated resume available, and the researcher believed that the information in the Fulbright report would be the more illuminating of the two documents. Seven of the nine professors responded to this, more personalized request; one professor included both of the requested documents. One of the seven returned an unsigned consent form with a note with this explanation, "Sorry...but having reread the report I am not inclined to consent. I do feel that I answered the important pts. in my interview with you. If you have additional questions, I'll be happy to respond." The sixteen consent forms with a letter of appreciation, and an offer to

reimburse his office for expenses, were mailed to the director of the Australian Fulbright Commission. A total of twenty of these documents were available for analysis; six were submitted by individual professors, and sixteen were requested from the Australian Fulbright Commission office, but two were missing from the Commission's files.

Methodological Limitations

There were certain limitations to this study. First, the generalizability of the study is limited due to the use of Fulbrighters from only one country who have visited one specific other country, i.e., United States Fulbrighters who spent their grant period in Australia. Thus, cultural adjustments inherent in visiting countries where English is not the first language will not be reflected here.

Fulbright Alumni who had grants of less than six months were not included in this study. Although it is surmised that those who sojourn briefly may also experience transitional problems, these issues were not studied here.

Also, it is realized that curriculum vitae and other documents may not be complete or sufficiently detailed. Taken alone, these documents would not provide sufficient illumination to resolve this study's research questions. These documents were sought to complement the information obtained in the interviews. Since the Grantee Report form was filed at the end of the grant period, this document is helpful

in verifying that important issues have not been overlooked in the interim.

Riegel (1953) points out a limitation specific to research on overseas grantees: "The investigator must keep in mind the obvious gratification and gratitude of persons who have been selected for honorific, subsidized foreign travel. Appreciation of such an opportunity must color the testimony of recent grantees" (p. 321).

Finally, the post hoc nature of the responses given by the Fulbright alumni may have presented a limitation to this study. It is quite conceivable that memories of acculturation dilemmas may be recalled less clearly over time. To counter this limitation, the researcher attempted to reinvolve the former exchangee in thinking about his or her sojourn to sufficiently recapture recollections of these events.

The following chapter will analyze these documents and present the results of the twenty-five interviews.

Chapter IV

RESULTS

The final two chapters of this dissertation are comprised of the results and conclusions of the study. In this chapter, interview data from twenty-five respondents and data collected in the document analysis are presented. The information presented in here will "set the stage" for the final chapter.

Chapter V provides a summary of the study's results, responds to the research questions, and suggests recommendations for further research and policy proposals.

This chapter begins with a presentation of the interview data, following the format of the interview protocol (see Appendix A). Next, the re-entry problems of several professors are reported. The chapter concludes with a review the information provided in the Fulbrighters' American Grantee Reports.

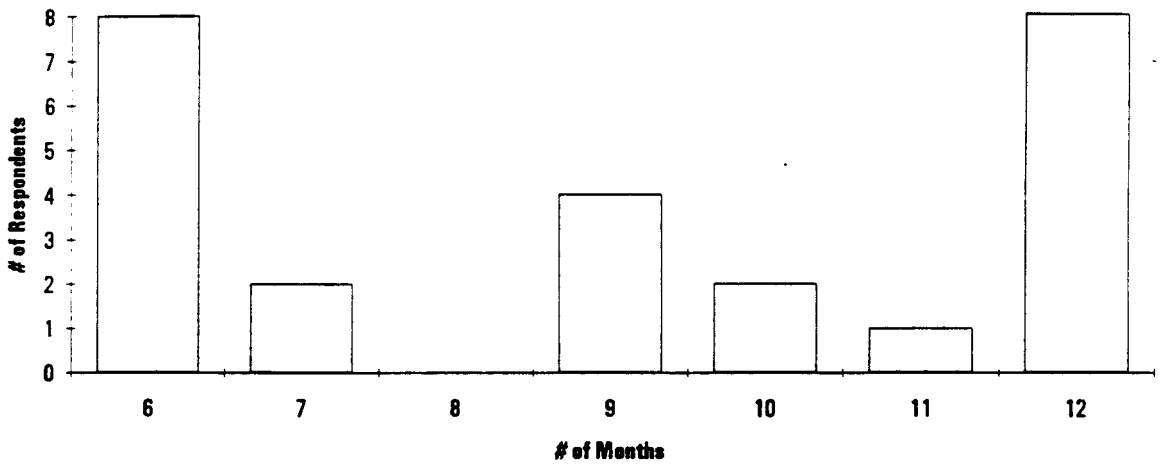
Findings are conveyed by enumeration and quotation to provide both accurate and descriptive information. Wherever appropriate, references are made to previously cited research.

Interview Data

Background Information on Respondents

The average amount of time spent in Australia on the Fulbright grant was nine months, the most popular leave durations were six and twelve months (see Figure 1).

Figure 1 - Duration of Leave



Among the respondents, twelve academic disciplines are represented. A few more "hard" sciences are represented than social sciences, and only two respondents were from the humanities were interviewed (see Figure 2).

Figure 2: Disciplines Represented		
Social Sciences	Sciences	Humanities
Psychology Economics (2) Education (4) Political Science (3)	Chemistry (2) Biology (5) Engineering (3) Nutrition Neurosurgery Forestry	History English

Seventeen of the twenty-five respondents were full professors at the time the Fulbright was granted. Seven associate professors and one assistant professor are represented. Although the number of years individual professors were employed by the institution where they received their Fulbright award ranges from six to forty years (at the time of their award), twenty respondents have been at their institutions for at least ten years and ten of these professors have been at this institution for at least twenty years (see Figure 3).

Figure 3: Years at Institution	
Number of Years at Institution	Number of Respondents
10 Years or Less	5
11 to 19 Years	10
20 to 29 Years	9
30 to 39 Years	0
40 Years or Greater	1

It should be noted that three professors who were interviewed have changed institutions since the time of their

Fulbright award, and that six of the professors in the original sample of thirty could not be located in the National Faculty Directory (1992) which probably indicates that they have left academia.

Respondents represent twenty-three different colleges and universities; three individuals were professors at the University of Arizona (see Figure 4).

Figure 4: U.S. Institutions Represented

Boston College
Indiana University - Bloomington
Kansas State University
Miami University - Oxford, Ohio
Montana State University - Bozeman
Old Dominion University
Purdue University - West Lafayette
Rensselaer Polytechnic Institute
San Jose State University
State University of New York - Buffalo
State University of New York - Stony Brook
United States Naval Academy
University of Arizona (3)
University of California - Los Angeles
University of Delaware
University of Idaho - Moscow
University of Miami
University of Michigan - Ann Arbor
University of New Hampshire
University of Virginia - Charlottesville
University of Washington - Seattle
University of Wisconsin - Green Bay
Virginia Polytechnic Institute and State University

Fulbrighters spent their leaves at fourteen different Australian universities and two non-university organizations. Four respondents had joint appointments at two Australian universities (see Figure 5).

Figure 5: Australian Host Institutions

Australian Institutions	Number of Respondents
Deacon University	1*
Flinders University	2
James Cook University	1
Kuring-Gai University	1
La Trobe University	1
Macquarie University	1
Murdoch University	3*
University of Melbourne	3*
University of New England	3*
University of New South Wales	5*
University of Queensland	2*
University of Sydney	2
University of Tasmania	1
University of Wollogong	1
Non-university Research Foundations	2

* Four professors had joint appointments

Respondents overwhelmingly had research Fulbrights; twenty had research only grants, four had grants for teaching and research, and one respondent had a teaching award.

Interestingly, the statistics for Fulbrighters who traveled with family members has changed little since the Hull and Lemke study (1978) which provided information on Fulbright alumni from the mid-1950s to the early 1960s. Twenty-one professors were accompanied by family members; five were joined by their spouse only, fifteen were accompanied by both a spouse and children, and one respondent sojourned with a child only. One of the four respondents who traveled solo commented that he had to go alone because the Fulbright stipend would not have been enough to support two people. It should also be noted that this respondent's spouse was employed.

Previous Travel Experiences

Eighteen of the twenty-five respondents had never visited Australia before. The majority of respondents did not have a study abroad experience as a student. Of those six respondents who had such an experience, one was for doctoral research; one received a Fulbright grant to Australia as a graduate student; one went to Rome for a semester; another professor had three study abroad experiences including time at the London School of Economics, a semester in Madrid, and one year in Italy as part of a master's degree program; one professor spent a summer in France and four and a half months in Ireland; and one professor had two, one year experiences in Germany.

Five Fulbright recipients had received Fulbright grants before: one as a graduate student (noted above) who spent fourteen months in Australia; one who went to England for nine months; one who had a short-term grant of less than a month to Mexico; one who had a four month grant to Singapore, Malaysia, Thailand, the Philippines, and Indonesia; and one who had previously been awarded two Fulbrights, but declined them both because there was political unrest in the countries at the time of the awards.

Eighteen respondents answered with certainty that their previous travel experiences helped to prepare them for their Fulbright leave. Several respondents either mentioned or alluded to extensive previous travel experience, and for at least one of these professors, "Going to Australia was just another trip." Just over half of the respondents sounded relatively nonchalant about their trip to Australia, and described the country as "easy traveling" either noting Australia's similarities to the United States, or by contrasting the experience of visiting Australia with sojourning to developing countries. Those who found that their previous travel experiences were helpful in preparing for the Fulbright commented that those experiences helped them know what to expect, and how to adapt to mildly new environments. One respondent described his pre-Fulbright travel as being of "immeasurable importance" because it sensitized him to "living as a foreigner in another culture

and made it fairly easy for me to make the trip and make the adjustments necessary." Another Fulbrighter who had spent the previous year accompanied by family members in another country noted, "It taught us a flexibility, a readiness to insert ourselves into another culture, and a love of difference, rather than a fear of it."

Deciding to Apply for the Fulbright

In response to a question that asked about the timing of the decision to apply for a Fulbright, fifteen of the twenty-five respondents mentioned that they were due for a sabbatical. Eight of the fifteen stated that they applied for the grant to finance the sabbatical. The remaining responses were categorized into four groups: Lure of Australia/Travel, Professional Reasons, Transitional Period, and to Get Away/Seeking New Experience.

Several respondents offered more than one reason for applying, but the majority of replies were grounded in professional reasons. A sample of these work-related rationales include: a specific project in Australia, a desire to do research, wanting to work with colleagues in Australia, professional meetings in Australia that year, and the prestige of winning a Fulbright. Four respondents applied, at least in part, because of the lure of the Fulbright itself.

Three responses were categorized as Lure of Australia/Travel, five responses were labeled as Transitional

Period, and six comments suggested that respondents wanted to Get Away or have a New Experience. Those who were in a period of transition either were moving out of administrative responsibilities, changing department affiliations, or had completed work with graduate students. One professor simply stated that it was a good point in his career to go because he was tenured and comfortable with assigned courses and preps. Those in the Get Away/New Experience category included one professor who felt tired of the "add ons," i.e., advising students and committee meetings. Others discussed exhaustion, the need for a change of intellectual environment, and being "due for some sort of new experience." These responses concur with previous research on sabbatical leaves (Daugherty, 1980; Jarecky & Sandifer, 1986; Ralston & Ralston, 1987; Rodes, 1980; Stine, 1987).

The follow-up question asked why Australia was the chosen destination for the Fulbright. Again, respondents were not limited to giving a single reason. Just less than half of the responses were classified as professional reasons. Nine mentioned colleagues in Australia, seven spoke of professional activities there, and another seven referred to a specific project. Included in this group was one respondent who stated that, "It was like the advertisement was written for me," and another who similarly found that the Fulbright in Australia pertained exactly to his work in progress. Other responses classified as professional involved learning something

specific in their discipline and comparative research possibilities.

Respondents also provided a range of other, not purely professional, reasons for choosing to apply for a Fulbright to Australia. Six respondents mentioned the fact that Australia is English-speaking, another three specifically mentioned the ease of adapting culturally, three commented that Australia is a peaceful country (no war), four mentioned an interest in going to Australia, and another three specifically stated that they "always wanted to go to Australia." One respondent confided, "I probably have a fairly common American urge to want to see Australia, and that's just probably being honest about it." Miscellaneous responses included good medical facilities, interesting birds, and the general appeal of the country.

Departmental and Institutional Support for Fulbrighters

The majority (18) of respondents discussed their plans to apply for the Fulbright with their chair or other colleagues prior to applying. Of the twenty-one responses to a question about departmental reaction to the Fulbright award, twelve responses could be described as enthusiastic and/or positive. Indicators of supportive behavior included accommodating course scheduling, moving a leave up, pointing out the Fulbright opportunity, helping with the preparation of the application, writing letters of recommendation, and putting

the professor in contact with others who had been granted a Fulbright in previous years.

Although departmental reactions of outright opposition were not reported, just less than half of those announced their plans to neutral or casual reactions. Several of these respondents pointed out that they were "due" for a sabbatical and spoke of "informing" their chair that they were going to "exercise their option" to take a leave. Others noted that Fulbrights were not unusual in their departments, so "There was no great excitement or anything." One respondent made the comment that, "They were supportive in their way...All I can say is that they were supportive in that they didn't make trouble."

Almost all of the respondents described their institutions as being supportive when given the choice of "Supportive," "Neutral," or "Against" faculty pursuing a Fulbright exchange. One professor described his institution as "one hundred and ten percent supportive" because "They provide a climate and a culture for research and expanding one's horizons." Other indicators of support included receiving verbal or written congratulations, being contacted by the university research office to help set up a workshop to help other faculty apply for Fulbrights, obtaining approval easily for the leave, receiving partial salary, providing Fulbright information and application materials, and publicizing the award in the university press. One faculty

member from a research university revealed that her institution rewards faculty who get a Fulbright, Guggenheim, or Sloan grant with a three thousand dollar faculty recognition award. This professor commented,

> It isn't very well publicized. You sort of have to know about it in advance, but as soon as you get one of those awards, you send your award letter and they automatically cough up the three thousand dollars. And there are no strings attached to the money; you can use it for anything.

Another professor suggested that although institutional support at his institution is positive, "It's not necessarily enthusiastic." He felt that merely circulating Fulbright brochures to faculty is insufficient. He commented that his faculty affairs office "doesn't beat the drums" enough to encourage faculty to apply for Fulbrights, and that he found out what needed to be done on his own.

Of some note, two respondents stated that Fulbrights had lost some of the prestige that they formerly carried. One professor who described his institution as neutral to faculty pursuing Fulbrights stated, "I don't think the university regards there being any great prestige involved. I mean, it's not like a Guggenheim or something like that." Another Fulbrighter noted the distinction between Fulbrights and other national awards in terms of status, "At least some people see the Fulbright as different in kind from NEH's and Guggenheims. You know, less competitive, less prestigious...On the other hand, I think my institution cares enough about external recognition that they're also glad about Fulbrights."

Preparing for the Leave

Apparently formal orientation programs are not currently provided to American professors going to Australia on a Fulbright. Two respondents commented that they were somewhat surprised that there wasn't such a program and had been expecting one. Two other Fulbrighters complimented the Fulbright office in Canberra for sending a large quantity of material in lieu of an orientation.

Respondents were then asked what they did to prepare themselves for their sojourn. A few commented that they did nothing at all because they did not see any need for preparations, e.g., "We just packed everything up to go," but most other Fulbrighters were more studious in doing some groundwork for their trip. The two most frequently cited forms of preparation were reading and contacting colleagues in Australia. A couple of faculty mentioned the need to secure operations at home so that research groups would continue running smoothly in their absence.

Respondents had conflicting degrees of appreciation for the orientation materials sent by Fulbright. These comments ranged from calling the information "very helpful" to "wrong" and "out of date." Evidence of these differing assessments is apparent in these comments. One professor said,

> The Fulbright office in Canberra was terrific. They've got a wonderful woman in that office, and she was my Fulbright contact...She sent me a huge stack of materials when I first got the Fulbright. She sent me small booklets on the country. She sent me a book called, 'Ask an Australian' which had all kinds of things in it

> including recipes for Australian dishes and how to build a kangaroo out of paper for small children, and the colloquialisms, and kinds of interesting information on the schools and the flag, and everything you can imagine. She was just wonderful.

Less complimentary was another professor who remarked, "The Fulbright people sent me a lot of information, the only part of which was valuable was how to get your tickets paid for!"

Another professor was irked that he was already in Australia before the Fulbright office sent him some of the information. As an example of the problems this caused him, he notes that he didn't find out until he was already there that Fulbright would pay to ship his books to Australia. He feels that Fulbright "kind of dropped the ball" in terms of not providing sufficient information to professors who begin their sojourns early in the calendar year.

Finally, there was one professor still aggravated by the efforts of Fulbright's Australian office in Canberra.

> Fulbright in Australia was the pits. They were terrible. They were basically disorganized, produced unbelievable hostility in all the Fulbrighters who were there because they gave us not only very little information in the beginning, did no orientation, but the information they did give us was wrong! So, for example, they told us that my spouse could not work for pay - which was wrong. It had been the case at one point, but by the time we got there, it wasn't the case...And they encouraged me to lecture in New Zealand, but they never mentioned that I had to be sure that my visa applied for a lecture trip to New Zealand. And, as it turned out, it didn't let me have that exit...

The preceding comment is useful in showing the range of responses to this question, but it should be noted that this

professor's comments were an exception to Fulbrighters' feelings about the overall endeavors of the Australian Fulbright office; this will be evident in the analysis of responses to a subsequent question.

Fulbrighters were unanimous in their awareness of the benefits of having "help from the other end" in preparing for an extended leave in another country. Respondents mentioned colleagues in the host department, former Australian students, and friends met on earlier trips as assisting them in sending reading materials, answering questions, setting up contacts with potential collaborators, meeting them at the airport upon their arrival, finding them accommodations, and even, in one case, lending the visiting family furniture.

Maintaining Contact with the Home Institution

Writing letters was the most frequent form of contact between the Fulbrighter and his or her department at home, but occasional telephone calls were a close second. Six respondents were enthusiastic about electronic mail as a means of communication. Those who used "E-mail" usually maintained more frequent contact with their home institutions and used it for exchanging data, and even writing papers with colleagues back home. Communication via FAX was mentioned by five of the Fulbrighters.

When queried about the frequency of contact with the department at home, nineteen responded that they communicated

several researchers believe that a strong communication link is critical to easing the transition to being back home (Black, 1991; Harvey, 1982; Stanojevic, 1989). One professor who had daily contact with her department described it as "marvelous" and "wonderful." She would arrive at work each day between six and seven o'clock in the morning and her first hour of work was devoted to E-mail contact with her home institution.

Another E-mail user described frequent communication as "a very important dimension" in undertaking a Fulbright leave. After describing his utilization of E-mail, he stated,

> I think that's something that really should be encouraged in the future. I don't recall anyone making a big point of that prior to my leaving, but that turned out to be very important, and I think, wherever possible, that kind of contact should be encouraged. I think it's helpful to maintain contact with your home institution just for continuity.

Collaboration with Australian Scholars

All but one of the respondents had the opportunity to collaborate with Australian scholars while on their Fulbright. This question drew enthusiastic, and, sometimes lengthy, responses. One professor said, "I could go on and on. There are many benefits, professionally, that the trip gave me." Another worried that his response might sound corny; his highlights included, "Just the general broadening of one's outlook, background, and knowledge."

Fulbrighters spoke about the benefits of their collaborations in terms of completed or forthcoming

publications, the opportunity to learn new things, and the chance to get a new perspective either on their research area or on a different academic system. Several mentioned the help Australian colleagues offered in terms of helping the scholar get his/her research off the ground in terms of easing entry into research sites, initiating contacts, and, simply, knowing the system.

Fulbrighters were very favorable in their assessments of the Australians with whom they worked. One professor described the people he worked with as "a congenial bunch," and others valued the day-to-day interactions and conversations. One particularly positive and enviable working relationship was described, "It was one of those things, I'm sure you've had the experience, where you meet somebody and you just hit it off on all eight cylinders and it works from there..."

Several professors mentioned that the Fulbright enabled them to travel throughout Australia so that they were able to meet other prominent scholars in their field. One said,

> I really got around to see almost everybody in the areas that I'm interested in. I visited people in Townsville, Brisbane, Sydney, and the University of New South Wales in Kensington. In fact, they invited me to give a seminar there. I really was glad that I got around to see all those people.

Continuing contacts were alluded to as benefits of the initial Fulbright collaboration. Some professors had already returned to Australia to present papers at conferences and/or Australian colleagues had visited them at their home

institutions. Other, more formal, institutional benefits and links were discussed. One professor humbly stated, "I gave our department a heck of a lot of international visibility. Most people were unaware of [his department at his home institution]. After I spent a year there, a lot of people knew what was going on there." This professor's connections with colleagues throughout Australia led to the establishment of a student exchange to Australia at his home university.

Another professor considers his Fulbright experience "a terrific success in terms of institutional links" because,

> They (the Australians) were very excited to finally have people in North America recognize what they are doing and paying attention to it. I think that hadn't been the case before. It takes a person, somehow, to make that link. So,it's pretty exciting. I think it was a very worthwhile thing from the point of view of cross-national linkages.

Like the early studies on Fulbright recipients (Gullahorn & Gullahorn, 1960; Mendelsohn & Orenstein, 1955-56), this study found that all of the respondents who had collaborated with Australians while on their Fulbright leaves continue to maintain contact with these individuals. While some professors write an occasional letter to Australian colleagues, just as many are electronic mail users who report that "fairly continuous," and even daily, contact is a possibility. One professor said, "E-mail is just great. I wish I knew how to use it when I was down in Australia...E-mail is very easy and we use that. In fact, we timed it, and it takes no more than just a few minutes to get from here to

there..."

Six professors report that Australian colleagues have visited them at their home institutions, and several others mentioned meeting again at international conferences.

Although most respondents described professional relationships with Australian colleagues, two professors stated that they have become good personal friends with the people they met. One remarked,

> I made more friends in Australia in a year than I'd ordinarily make in ten years otherwise! Part of it is inherent in the Australian way of life, I think, but I just had a good experience and came into contact with a lot of people and I'm looking forward to going back this summer. I have places to stay from Sydney to Perth.

Positive and Negative Experiences

Eleven respondents were unable to relate any negative experiences occurring while they were on their Fulbrights or discounted negative incidents as "accidental sorts of things" such as visiting during "the big wet" (Australia's rainy season). One professor said, "I had an absolutely fabulous year that had nothing but positive experiences in every respect. The only negative experience was coming home." Another stated, "This is going to sound awfully corny and optimistic, but the experience was one hundred percent positive." Finally, more than one respondent made a comment similar to this one at some point during the interview session: "I liked Australia so much, that if I had the chance to go over there for a permanent position, I'd leave in a

minute. So, negatives...There wasn't anything negative."

Given such affirmative statements, it was surprising that over half of those interviewed **were** able to recount negative experiences. Beyond the positive and negative classification, responses to this question were also sorted by whether incidents were academic and/or Fulbright-related, or non-academic.

Positive Academic Experiences

Fulbrighters appreciated the opportunity to travel throughout Australia to present their research at a number of universities. This afforded additional occasions to meet with other scholars in their field outside of the host setting. The Australian Fulbright office was credited for providing professors with an "audience", and as one professor explained, "who would listen to my ideas and react..." It "challenged my own thinking and helped me shape the ideas with which I was struggling...That was very useful."

Several professors acknowledged the professional reception they encountered while on their leaves. Smith (1975) cautions that feelings of diminished status are one of the "hazards of coming home." One professor remarked, "It was obviously quite an honorific sort of thing from their perspective, and they really played it up and made you feel like you were a significant person." Similarly, another professor reported among his personal highlights "the sense of

dignity" afforded him at his host institution. "They really treated me well at the university and in the department - better than I am treated here! I think many Fulbright scholars experience this. It's kind of an exhilarating experience to have this happen."

Four respondents credit their Australian colleagues for contributing to their overall positive experience, some for their expertise, but, in at least one case, additionally for taking an interest "beyond the professional level."

Other positive academic experiences had to do with the universities themselves, the professor's research accomplishments on the leave, or simply being freed from their usual university responsibilities. Those who found that their host university contributed to the success of their Fulbright, describe them as well run and pleasant. One professor alluded to "discovery kinds of things" related to his research which occurred on his leave, and another provided a detailed account of what it was like to be able to get back to working in the laboratory after many years of having too many other responsibilities. His description of his positive experience is worth detailing because it is evocative of the Gullahorns' discussion of the uncommon status of being a Fulbright scholar, as well as Kelman's (1975) focus on the importance of becoming a full-fledged participant in the host country.

> So, there I was in the laboratory working with other graduate students and working on more of an equal basis with them. You know, here, when I'm working with my graduate students, they know that I'm passing judgment on

> their work; I'm their mentor. And so, the dynamics of the interaction is quite different when you're there in the lab working with people and asking **them** questions - because I was in a new environment, and they would ask me questions because I was an experienced researcher. It was more like I was just another graduate student. And so, it brought back memories of when I was a graduate student and it really felt great. We would go out for coffee and beer and just pal around just like I used to when I was a graduate student. So, that was a really positive experience.

Positive Non-Academic Experiences

Respondents were not specifically directed to relate only academic experiences; this question elicited a large number of enthusiastic responses. By far, the most popular response had to do with the people of Australia who were consistently described as friendly, helpful, accommodating, and generous with their time. Respondents seemed genuinely surprised that, "All the images you have of the outgoing Australians were reinforced in the most positive way," and that, "They still like Yanks, and, as long as you're not pushy or brassy about it, they very much like Americans."

The beauty and abundance of Australia's natural resources were also widely heralded - the waters, the animal life, the barrier reefs, the rain forests, the countryside, as well as the food and wine were all described with fond remembrance.

A couple of respondents noted here, as well as in response to later questions, that their Fulbright leave was a positive time for their families to get better acquainted. One professor said, "It was great to get out of our routine, and it made the family unit all the more intense, I think, and

intimate."

Negative Experiences

Unlike Fulbrighters' positive experiences, negative recollections were less easy to categorize because fewer people had similar kinds of complaints. About as many of the reported difficulties were academic as were non-academic with some overlap for financial hardship which two attributed to the amount of the Fulbright award.

Four professors introduced the problem of finances; one found that Australia was more expensive than the United States for most everything except food, one lost money on reselling a vehicle purchased for the leave period and stated that the economy and the exchange rate were "the only downsides" of the experience, and two commented that the amount of the Fulbright stipend was inadequate. Another faculty member who found his financial circumstances to be the "one negative factor in the year" found himself "skimping" and "using his Yankee ingenuity to figure out ways to finance" his trips around the country. One professor who sojourned with his family stated that the expense was quite a significant problem for him. He went on to explain,

> We'll be paying back a loan for a number of years. My wife is working now, so that's helping. But the Fulbright...Because I wasn't on sabbatical, we were relying completely on the Fulbright income and that meant that we had to take out a loan to do some of the other things that we did. No, we didn't have to do the things we did, but we wanted to. This was a once in a lifetime experience.

Five professors reported feeling ignored to some extent, three within their host departments, and two by the Fulbright organization in Australia. In the first case, the professor felt that he had to make special effort to initiate interactions with colleagues at his host institution, and subsequently relied on colleagues outside of that institution for social and professional intercourse.

Another Fulbrighter faulted the host institution stating, "There was no real acknowledgement made that they had a Fulbright fellow." The slight is substantiated, she feels, by the omission of a mention of her visit in the institution's annual report.

A third professor waited many hours at the airport for a colleague who never showed up. He also found that offers of help from people in the department to assist in finding him housing did not materialize, "My feeling is that they really didn't do very much."

Another professor was also disillusioned upon arrival. He describes an incident where a Fulbright representative met his family at the airport and said, "Here's the check for you, and I hope you have hotel reservations, and good luck!" The professor had assumed, from conversations he'd had with Fulbright alumni at his home institution, that hotel reservations would be secured for his family. Although the representative did then assist them in a difficult search for finding a room, the professor feels that the Fulbright office

"just dropped the ball," and remembers that he was quite disgruntled by the time they got settled in.

The final person in this group also had expectations about her arrival which differed from her actual experiences, "You know, you have fantasies that you'll go and they'll take care of you and there will be this whole 'Welcome Fulbrighters,' and orientation, and...nothing."

The remainder of the negative academic experiences reported were more individualized: one found that it took longer than he had assumed to acquire some necessary permits; another didn't like the department head; one professor found an area she would have preferred to study after she arrived in Australia; and a fourth who found the "low spots" to be in the first month of his Fulbright. This was the only professor who reported a negative experience related to the initial adjustment process. He explains that he encountered, "A totally different work environment and people, none of whom I knew before, establishing a working relationship, and kind of feeling one another out and getting on common footing."

Other than difficulties in securing suitable housing, non-academic negative experiences were also specific to individual professors. Two had problems with vehicles; one with its functioning, and the other with reselling it. One described the Australian social system as "a little screwy," and was frustrated by seemingly constant strikes and a slow mail system. One professor found Australians to be "a little

bit...detached...to outsiders, strangers." However, he qualified his atypical opinion by adding, "They really are quite friendly, but their initial reaction doesn't seem that way...I think it partly arises from their isolation..." A professor traveling with his children reported that his young son had some trouble adapting to school. Two professors mentioned problems in finding out about obtaining health insurance while on their Fulbright. And finally, one professor had problems with immigration bureaucracy which he says, "Were such that I almost wouldn't do it again. It was that negative."

The Australian Fulbright Commission

Respondents were asked about their contact with the Fulbright office in Australia, whether they found the office to be helpful, and if they thought the Fulbright representatives could have done anything to make things easier for them.

Although frequency of contact, per se, was not a specific question, eight respondents volunteered that their interaction with Fulbright in Australia was minimal, three felt that there was not enough interest or contact to Fulbrighters, one who described "fairly regular business contact," and another said he had "quite a bit" of contact. Four professors said that they, personally, did not really need much help in getting situated because of the contacts they had made with colleagues

in their host departments or their previous extensive travel experience, but one professor noted, "I think in other circumstances, certainly having someone meet you at the airport means an awful lot...I never met the formal contact person." One professor, in fact, described a very positive beginning,

> A very touching thing that the Australians did when we got there...we arrived in (host city) very late, our plane was delayed, it was after midnight, and we got to our room and were putting our bags down, and a knock came to the door and here was a representative of the Fulbright program, and she was checking to make sure that everything was okay...It was a real nice welcome mat... So, that got us off on the right foot right away, and I have nothing but warm feelings towards the people who are running the program there.

One professor was less fortunate in this regard despite her own attepts to initiate contact:

> I would have liked to have some contact with the (host city) Fulbright people, but they never contacted me. They give you a list of Fulbright offices and contact people throughout Australia in the initial packet they sent out from Canberra. I called this person on the Fulbright list for (the host city) who never returned my call. I think I only called twice. I decided that he had no intention of returning my call. There was one woman who was actually on the Fulbright selection board who was at the university. At the end, I called her and spoke to her on the telephone about my experiences as a Fulbrighter. She seemed fairly interested, but certainly she hadn't been interested enough to discover who was there or to do anything at all. I've heard other Fulbrighters who say it is very country-specific.

Nine Fulbrighters went to the main Fulbright office located in Canberra, and four professors who had the opportunity to meet with the director of that office described very pleasant, informative encounters. Three Fulbrighters

mentioned attending Fulbright-organized mixers or receptions.

The efforts of the Australian Fulbright office were most frequently described as very helpful and the personnel were characterized as cordial. Certainly these comments would please the Fulbright office: "It's a very personable operation," "They are very good organizationally," "They were awfully good hosts," "They went out of their way to be helpful," and "I have nothing but praise."

Several professors commented that the materials sent to them were helpful, but the Fulbright office was most frequently esteemed for two of their efforts. Certainly, there was much appreciation for the timeliness of stipend checks. Secondly, professors found their visits to be well-announced. One professor commented,

> One really nice thing about the Fulbright program is that they notify departments in all Australian universities that you're going to be there on a Fulbright. So, I received quite a number of invitations to come speak at different Australian universities. So, I set up an itinerary where I traveled around the country and gave seminars on my work and had a chance, then, to meet Australian scientists that I'd read their work and they've read mine, but we'd never had the chance to actually meet. And so that was actually a very nice experience.

Although there were a few criticisms of efforts made on the Fulbrighters' behalf, only two professors described their encounters with the Australian Fulbright office as less than satisfactory. One, who called it "The pits," found the operation to be disorganized, while the other professor reported unnecessary rigidity in handling his request to

return to the United States for Christmas.

Several Fulbrighters had assumed that the Fulbright office would aid them in locating housing. One, who was surprised at how little contact he had with the Fulbright organization said, "I didn't expect them to necessarily successfully get me housing, but at least to send me advertisements or something like that, before I arrived."

Finally, two professors remarked that more orienting materials would have been helpful, and four professors asserted that they had received some misinformation. For example, two professors found, to their surprise, that while Fulbright would pay for shipping their books to Australia, but that they were responsible for the shipping costs back to the United States.

Feelings About Returning Home

Respondents were asked, "Were you looking forward to returning to your department and your usual routine?" Only two professors answered affirmatively, while twelve reported that they were not looking forward to returning, and eleven had mixed feelings. Seven respondents added that they would have liked to spend more time in Australia, and two had seriously entertained thoughts of remaining in Australia permanently, "It was **that** good."

In response to this question, three professors reported that they had feelings of "reverse culture shock" or "post-

sabbatical blues." One professor found that he and his wife experienced more culture shock upon returning than they felt initially when arriving in Australia. Another professor commented that for a few months after his return he missed the year full of travel, professional challenges, and new people. The third felt a strange compulsion when he returned. He laughed as he recounted this experience,

> I think we did experience some of those post-sabbatical blues for a couple of weeks, or a month. I remember moving offices, and that helped...I had been thinking of moving offices for a number of years, but for one reason or another, didn't. When I got back, I somehow felt a tremendous urge to change...to get that little change of environment.

The most frequent complaint about returning home, mentioned by seven professors, had to do with resumption of monotonous duties at work and a concurrent loss of freedom. One professor said,

> Nothing was particularly difficult, except it meant going back and doing all the things that go with the regular academic job again. I mean, being away from your home university is a great opportunity. You don't have to teach. You don't have to go to meetings, and you don't have to serve on committees, and so on. All the things that one ordinarily needs to do. All you have to do is whatever you enjoy doing, which in this case was doing research, which is just fine.

One professor responded that without all of the "para-academic" committee responsibilities "that eats up so much of your time here," he felt "foot-loose and fancy-free" while on his Fulbright. Another said he was "spoiled." "I mean, a year being treated like a person. I mean, I was lucky. I was treated like a person and given respect."

Seven professors were at least somewhat anxious to return home because they felt some degree of homesickness, or missed friends and family back in the United States. One senior professor said he had ambivalent feelings about returning:

> When you get a little older, you'll find out that your identity becomes attached to an institution, and when you're away from there, the older you get, the less identity you have...When you're at an institution like I have been for years, why, I know everybody and everything; I know where all the bodies are buried! And, it's just very comfortable to be here.

Only two professors mentioned work-related reasons for wanting to return home, and neither reported being unequivocally happy about returning. One, who had been an administrator for several years prior to her Fulbright, was looking forward to teaching again. The other professor felt he needed to be back to assist his graduate students as well as to revitalize his journal, "When you're away, things do tend to get bogged down a bit..."

In a follow-up question, professors were asked what was most difficult about returning home. Four professors remarked that it wasn't difficult at all, but two qualified this response. The most frequent response to this question revolved around the loss of freedom and return to the routines of academia. One professor said,

> Your time becomes someone else's. I was able to set my own rhythm...I work very hard at what I do, but it's nice to decide what you want to do when you want to do it as opposed to being back and having committee meetings to go to and classes that meet and so on. So, that was probably the hardest part, but I just plunged right in. I think within a month I was back at things, and it seemed like Australia was, I hate to say this, but a sort

of distant memory.

Similarly, another professor described missing the ability to set his own "mental agenda." "For six months...my primary focus was on what I was studying, and that's a wonderful thing to do. But when I came back, there were many other things that were intruding on that...the forms, the minutia..." Still another recounted that it was "totally unexciting and "totally negative" because "it just didn't match the interesting things I was able to do on sabbatical."

Two professors felt unprepared to deal with the immediacy of their teaching loads. One said, "I always cram everything to the last minute, so I arrived one day and started teaching the next." The other professor described his exhaustion,

> I had just finished teaching nine months in Australia. When we got on the plane it was December in Australia, high summer and long days. We zoomed back. It was two days of straight flying so I could resume teaching at (his home university) in the dead of winter...When you go from the southern hemisphere academic calendar which is March through January, and then come back and then resume immediately at an American university teaching schedule of January to June, it's a very long teaching period. You're really teaching three semesters in a row, and I found that quite hard. As a matter of fact, coming back...I generally get very high teaching evaluations from my students, and in twenty-two years, in that following semester, I got the lowest evaluations I had ever received in twenty years. I think I was **simply** exhausted from having taught in the southern hemisphere calendar and having taught nine months, and normally I would be coming into a summer, and instead, I went right back to work.

Several other academic difficulties were reported: one professor changed institutions upon return; another returned to a university in financial crisis; one found that her

university had shifted politically to the right, and that her work was now less esteemed; and one found it hard getting "back up to speed again" with his research. One professor found that despite his best efforts to maintain contact, he had lost some of his contacts for grants, research funds, and even receiving requests for proposals in the year he was away.

Several professors also mentioned difficulties of a more personal nature. One professor said returning home was "like coming back from another planet," and another said difficulties came from "realizing that all of a sudden, we'd been cut off from what had become our life." Three Fulbrighters were saddened to leave the good friends they had made in Australia, another missed the host city and its urban amenities, one professor remembered experiencing "climate shock." Finally, one professor reflected that, "It was also a very nice time for us as a family, a kind of bonding, close family time," and he hated for that to end.

Debriefing and Closure

Only four of the twenty-five respondents stated that they had had any sort of debriefing whatsoever. One professor, who had spent his Fulbright at a research foundation, as opposed to a university, said,

> We talked a couple of different times, and in some detail, about whether this was a good arrangement for them and how they would do it again...We had some very detailed talks. We probably spent almost a whole

> afternoon with six staff talking about it, and then we talked some other times...I think it's good. It helps you put things in perspective.

Only three professors recalled debriefings initiated by the Fulbright organization. One professor said, "I probably wouldn't characterize it as a 'debriefing' per se. It was a kind of good review though." Another professor also reported that she was called by a Fulbright representative from Canberra who acknowledged the receipt of the annual report and, "To ask if there was anything I wanted to add. We had a three hour conversation!" A third professor had several meetings with the head of the Fulbright office in Australia in which the Fulbrighter discussed his experiences and the Fulbright representative shared the feedback he had received about the professor's contributions and performance. In contrast, one professor said, "My **whole** experience with the Fulbright organization, and the award, and everything, was very positive...really nothing negative except maybe there wasn't enough follow through afterwards." He would suggest debriefings be regularly included in the future.

One professor offered that although he was required to complete an evaluation for the Fulbright office, he felt his host department should have initiated a debriefing:

> I had some things on my mind that I felt...and I did share those, but not in a formal way, with them. There were some positive things about the department and the university there, but there were also some negative things. The positive things far outweigh the negative, but I thought they should have known some of the negative things in a formal way.

One Fulbrighter thought "this sort of thing, like an interview" might be helpful if it were done within two months after the leave. Another Fulbrighter was less sure: "I don't know enough about debriefing to know if it would have been helpful, or not." And one professor expressed the feeling that he didn't think there was any debriefing necessary.

Once back at home, most Fulbrighters report only informal conversations with their department heads or deans about their experiences. More commonly, professors merely filed an obligatory sabbatical or leave report which is given to the chair and is then "distributed throughout the dean's bureaucracy." One professor commented that his opportunities for discussion were "less than expected." He recalls that,

> You come back, and it's almost like, 'Oh, haven't seen you for awhile. Where have you been?' There's always a bit of that. People are so busy with their own routines. So, the opportunity didn't come until later when these other people decided that they might be interested in applying and then the light dawned. So, then it was like, 'He's done that. He's a good person to talk to.' And so arranging some of that, we did have a bit of a discussion at a broader level than just whether I had filled out the forms right.

Respondents were also asked about how they gained a sense of closure on their Fulbright leave. Surprisingly, five professors did not understand the question or the meaning of "closure" in this context. One kidded, "I don't really know how to answer that...I never felt 'unclosed,' or whatever the appropriate verb is!"

Twelve respondents commented that they did not feel that they had reached closure on their Fulbright, and most in this

group weren't sure that they wanted to. One Fulbrighter said, "Australia is a place that you dream about visiting, but you never come all the way back. It's a special place." Many professors spoke of continuing collaborations in Australia. One said, "It has kind of been open-ended to the extent that I've been back several times, and I'm going again, and I'll probably continue for the rest of my career."

Six Fulbrighters found that writing a final report, either the one required by the Fulbright organization, or by their institution, helped them to "think through" their experience and what they gained from it.

Some noted that, although they were continuing their collaborative efforts with Australian colleauges, they had reached some closure by publishing articles, presenting papers, or giving talks about their trip. One said about the articles he had published in Australia, "I felt like I demonstrated to the Commission that I had actually done something intellectually." Another seemed satisfied by a sense of completion, "I started several things over there, and the main project I was on I pretty much finished. So, that was nice. I started a project and carried it through pretty much to completion, and that was the end of it."

Another professor stated that he "Would have liked to reach closure by wrapping up some projects," but that was impossible when he returned home:

> A disappointment that doesn't have anything to do with the Fulbright...It's been a long, hard, slow road getting

> some of these articles out. When I did come back, we had another person going elsewhere on sabbatical. So, not only did I come back to **my** teaching load, I covered another course for that person. Soon after that, I became department head. So, I literally got swamped, and the data and the journal articles sat for a year. My goal would have been to come back and crank out some articles...I did give some talks and seminars, but it wasn't quite how I would have liked to reach closure...

One Fulbrighter seemed to take it in his stride, "In this world in which I live, anyway, in this academic world, I don't very often get any sense of closure on **anything**! You just rush from one thing to another."

Five professors similarly responded that their closure was gained by the immediacy and reality of the academic demands they faced at home. One professor commented that closure came from, "Just walking into my office and picking up my mail and starting in the routine. It wasn't very difficult to do because there are demands which just, sort of, forced the transition."

Outgrowths of the Fulbright Experience

Fulbrighters were asked whether their aspirations, research objectives, or career plans changed in any way as a result of their Fulbright leave. Five professors stated that their leaves had little of that kind of impact; however one qualified his answer by noting he now would like to "go away more often," and another felt he now had a clearer idea of how he wanted to spend his impending retirement years.

The most frequent response, which was given by fourteen

professors, related to research objectives, and six professors mentioned that they had learned new techniques or picked up new knowledge that had helped them with their research and/or teaching. One representative comment came from a professor who said, "I had more opportunity to read the literature and learn some things about areas in which I had an interest." Six professors also discussed how the Fulbright experience helped them to rethink their work priorities. One said,

> I think probably I gave different importance to things that I had given importance to before...I don't know if this has to do with getting older, or whatever, but you're always wanting to get the next paper out, or whatever, get the next thing done, blah blah blah blah blah. And I went to Australia and everyone was sort of relaxed and doing what they thought they should be doing, and doing, actually, very good work, but not at a pace that we do it here. And, I preferred that.

Another said,

> Maybe it's given me a slightly different perspective, a sense of broader priority that I never would have gained otherwise...It has given me the incentive to focus on that work as opposed to focusing on some of the other university bureaucracy, political issues, that are kind of easy to get tied up with.

Yet another decided he wanted to get **more** involved with governance issues:

> I think I was ready for a bit of a change. So, while I'm still interested in publishing papers, and, of course, working with grad students, and the teaching that I do, which are my main kicks, I have become more interested in effecting some institutional change...Certainly it has broadened my horizons, and I've become more ambitious in terms of the kind of changes I'd like to personally try to effect.

One professor, who discovered on his Fulbright what he did **not** want to focus on in his future research, explained,

> At a university setting, you hardly ever have time to really focus on something. You're starting the next project, and writing the report on the last one, and teaching in-between. So, to really have time to sit and think and delve into something, that's just what I think sabbaticals are for.

Two professors solidified their plans to leave their home institutions during their leaves. One of these professors said,

> I also, more or less, realized while I was over there that I had to move to a bigger, stronger, school if things were going to continue professionally for me. And that, I guess, we kind of knew that before, but being away for six months let us own up to it.

The second professor concurred, and added, "When you're on sabbatical, you get a chance to ponder and think back over what you've done, what you want to do, and that sort of thing."

One other recurrent response to this question had to do with future travel aspirations which Fulbrighters attributed to this leave; there was both an increase in the urge to travel, and the desire to return to Australia. One professor commented, "We strongly considered staying...Basically, I'd say we still don't have closure on whether we would prefer to move. Even though, you know, intellectually, I think, this is the big game, unfortunately."

Missing Australia

Although this question specifically asked about what was missed most about **working** overseas, several respondents felt compelled to mention non-work related particulars as well.

Two professors spoke of the travel opportunities, and another two mentioned the good friends they had made. Other comments focused on the weather, the little shops, and the birds of Australia. Apparently, it was irresistible to describe, "Living in beautiful south Australia, high on a hill, overlooking the city, with a swimming pool in the backyard."

The word "freedom" came up four times, but the idea of being free, of what one professor referred to as "administrivia" or administrative red tape, was a very common theme in these answers. One professor said he missed, "Just the idea of being out from under the damnable committees." Freedom was also discussed in terms of being able to concentrate uninterrupted, having time to devote to writing and research, having the ability to set your own agenda and control over your own time, and the chance to be your own boss. One professor described his freedom from mundane demands akin to "leisure." He said, "Here you're just inundated with your students and your routine demands, and so on and so forth. So, when I say 'leisure,' I mean, sort of time to concentrate on your job, as opposed to just being overwhelmed by it."

The other recurring theme centered on differences in the academic culture of Australian institutions. American professors found Australian universities to function at a slower pace with less stress, and with a stronger sense of collegiality, i.e., more "communality," "helpful colleagues,"

and "a friendly work environment." One professor commended Australian academics on their "sense of balance." By this she meant, "They work hard when they work, but they also play." Another professor similarly noted, "Every once in a while I sort of regret that we don't have as calm of a life style. We seem to be so driven towards the rat race. It's hard to relax here." At least two professors were unable to adapt to the Australian work ethic; one said she was occasionally teased, while the other admitted, "I'm kind of a workaholic, so I still was a workaholic over there."

Only one professor commented that her host institution was better equipped than her home institution, and not only in terms of laboratory materials,

> They were rolling in money. They had a lunchroom where there was available coffee, tea, biscuits, bread, butter, crackers, vegamite, milk, and little goodies, and lots of parties. There was a sweet little lady who washed up everybody's dishes. It was really a luxurious place, especially as compared to the university here which is very utilitarian.

Somewhat surprisingly, this professor was not the only Fulbrighter who mentioned such amenities in their response to this question. Another professor was similarly impressed by his host institution's coffee room that was equipped with several cappucino machines.

Finally, one professor, who had a teaching Fulbright, said he most missed the students he had encountered. He said,

> I thought my students were a bit more interesting in Australia. I guess the classroom environment was more exciting. The students just seemed more interested in the study of [ ] than was the case here. So, I

found them a bit more worldly and cosmopolitan.

The Fulbright as a Learning Experience

All of the respondents felt that they had developed either new knowledge or skills as a result of the time they spent in Australia; almost all of the professors felt they came back with new knowledge, six had learned a new skill or refined an existing skill, and three offered that they felt what they had learned was being utilized in their teaching. In this last group, one professor remarked that he was "more inclined to experiment in terms of teaching once I got out of my routine here."

In terms of knowledge acquired on the Fulbright, some specified that what they had learned was general knowledge, others mentioned hard science knowledge, several labeled it "new knowledge." One professor commented, "My knowledge, my perspective, broadened and matured as a result of it." Several others felt that their knowledge about Australia had been enhanced; one commented that he was now "more sophisticated about Australia," another said that he had become more familiar with the Australian literature, and a third stated, "The comparative part of it was great."

Respondents seemed less certain that they had gained new skills. For example one said, "I'd say maybe I honed some skills...I don't think I developed any new skills." Another professor gave an unexpected answer,

> Not new skills, but new knowledge. Well, I take that back. I did learn a new skill. I learned how to work without a secretary, using my computer...I didn't have a secretary when I was over there, so I learned how to be my own secretary which is probably useful.

Another professor described cultivating a different useful skill,

> I certainly think I developed new skills in the sense that I'm more able to go into a setting...Well, for example, I gave something like twenty talks while I was there, public lectures, so I feel much more confident at public speaking.

One professor, who had only taken a six month leave, did not find the time sufficient for learning "in great depth." He commented, "Six months, I would say, is just **barely** enough time to get seriously into new research directions. I think a year would be better in terms of that...It's just not enough time to go into a strange place and get things going."

Institutional Recognition

One set of questions was originally worded as, "In what ways has your institution recognized your new skills? Would you say that your institution at home recognized your new knowledge in any way? Has your university recognized your experience as a Fulbrighter in any way?" Because so few professors responded that they had acquired new skills, and several volunteered how they had utilized the knowledge they had gained on their Fulbright in their response to the previous question, only the last part of the question was asked.

Unfortunately, Pye's (Seabury et al., 1987) comment, that Fulbright award winners are not given proper recognition by their home institutions, was verified in this study. The majority of the respondents claimed that their home institutions did "not really" recognize their Fulbright experiences. This also confirms Jarecky and Sandifer's (1978) assertion that returning sabbaticants are greeted by a "rather casual institution response."

Two professors thought that receiving the Fulbright award might have helped them get promoted to full professor; one said that it "Undoubtedly helped quite a lot," while the other remarked, "I'm sure it didn't hurt." One professor received a high merit rating the year he returned, another got a merit raise, a third remembered that the academic dean, at the time, gave him "A lot of money to go," and one other professor received a letter of congratulations from the president of his university.

A follow-up question inquired whether an announcement of the award had appeared in the campus press. Although about two thirds of the respondents remembered there being such an announcement, a handful qualified their answers to suggest that they had expected more. These respondents referred to the institutional recognition they did receive as "the standard blurb," or "a little something," and one commented:

> There were newspaper articles in the university papers and newsletter, but actually, it was a bit disappointing. I think that most people, most scholars, think that the Fulbright is a prestigious kind of organization and

> there's quite a bit of screening that goes on and competition. I mean, there were dozens and dozens and dozens of people who applied for eleven or twelve positions in Australia. In fact, hundreds. So, there was just little recognition of that when I got back, and that was definitely disappointing.

Returning to the Home Institution

In this section, professors were first asked if things were as they had expected them to be when they returned home. All but three Fulbrighters responded affirmatively. Two credited their lack of surprise to the fact that they were in fairly close or constant contact with their departments while they were away. A few others noted that they were "only" gone for six months or a semester. One professor, who commented that things were "pretty much" as he had expected them to be, explained the negative connotations of his response. He added,

> In many ways, people who travel in undergraduate teaching institutions are penalized. Because you don't do undergraduate advising and committee work [when you are away], there is as much resentment as there is acknowledgement when you return. They think you're out there having a good time.

Unfortunately, this professor's observations are well substantiated by the literature (Bucher, 1983; Goodwin & Nacht, 1991; Stanojevic, 1989).

Respondents were also asked about the kinds of departmental and/or institutional changes that had occurred while they were on their Fulbright. The accompanying comments reflect the different reactions expressed; some professors

were obviously more nonchalant about what they had missed than others. While most discussed big and small crises in their departments, or in their universities, one professor had happily missed months of construction. "They were adding on to the building. Everyone was complaining about the noise, and I thought 'I missed that, thank God.' So, that was a good thing."

Six professors came back to changes in their departments arising from shifts in personnel; most commonly, new faculty were hired. One professor amusedly commented, "They did a great job without me being here in choosing a good person!" While another found, "If you're not in on the interview process, it takes a long time to figure out what they're about." And a third professor, in whose department some new faculty were starting when he was leaving, found, "When I came back, there were little inter-department alliances formed, and a lot of political garbage going on, and you could guess that that kind of thing would happen. I came back and found that to be the case."

Two other professors discussed political maneuvering. One described coming back to, "An atmosphere that was very politically tense." Apparently her university had become more conservative in her absence; she came back to a situation where the chair and dean were less supportive of the kind of research she was doing.

Another professor remembers feeling hurt when he returned

to his department,

> When I was abroad, there was some political maneuvering in the department which I was...Being away, I had little influence on the outcome. So, I came back, and I had a little bit of a re-entry problem in that regard. That is, I didn't feel as positive about some of my colleagues as I did when I left. And they felt very innocent. I talked with them about this. They felt very innocent about it all. But lots of times things happen when you're away, and the parties involved don't think about what would the person feel, what would their input be, if they were here. So, that was one kind of negative thing, and I think that happens kind of frequently when people leave on sabbatical. I don't think that's uncommon.

Four Fulbrighters returned to administrative changes; presidents and/or deans had been hired and fired. These changes seemed to have less of an impact on returning faculty. Two professors also commented that they returned to universities facing difficult financial times.

Unanimously, Fulbrighters agreed that they didn't feel like they had missed much when they returned. Many were amused by this question, and laughingly suggested that they wished they had missed more. There were a few interesting observations made. One professor commented, "We were grateful that we missed everything. That sounds funny, but we had gotten rid of a dean that year, so it was delightful not to be there. We were spared, and it was wonderful." One professor who had daily contact with her department through electronic mail said, "The department politics were still trickling through the computer." On the other hand, two professors admitted that they were at least a little disoriented, "I had to have a lot of filling in to see what was going on, but, at

the same time, I sure picked the right year to go away. I wish I could have gone away this year too!" Another reflected,

> I kind of was passed by a little bit by the department. Things were going on, and when I got back, I was a part of those things, but it was like I was on the sidelines for a while. It took me a while to reintegrate into the department.

Yet another professor found that things just seemed to wait for his return,

> Unfortunately, there were some things that they kind of needed to do, and I ended up getting saddled with some responsibilities as soon as I got back. One of the reasons I wanted to leave for six months was to get out from the significant committee and administrative kind of responsibilities. I walked back in the door, and it was sort of like the ball and chain got thrown at me! Chairing search committees is not one of my favorite things.

Preparing to Return

All but three of the respondents said they did little in the way of preparing themselves for coming back, readjusting to American life and their work roles. The general inclination, as one professor put it, was that, "It just wasn't that big a deal." Several professors pointed to the similarities in life style between Australia and the United States for easing the transition back home. Others maintained that they were too preoccupied to think of preparations, either "Working right up to the last minute," while in Australia, or having the tendency to "Just plunge in and do stuff" when they returned home. A few Fulbrighters discussed the hassles of preparing to move back home, i.e., the "little

details" including completing research projects, making shipping and travel arrangements, shifting finances, and ascertaining that the people who had been renting their homes would be vacating prior to the family's return. Two professors noted that it was helpful to have their course assignments already established before heading home.

Only one professor, who admitted to being "a very organized person," described his preparations. He said,

> I would say a month before you leave, your mind begins to shift to the next thing. And so you start contemplating the move...You just kind of plan and keep lists, and you just go through it. And it's not a big hassle. Well, it is a hassle; it's always a hassle!

Four professors said that they wished they had done more in the way of preparing for their return home. One said, "I didn't do a very good job of it. We just sort of packed our stuff and mailed it all and came back. I didn't think about that part; we thought it was going to be natural." Another said that he had prepared, but "probably not well enough because of the let down I experienced after I got back." His observation was that perhaps the very ease of the transition was a problem in itself.

> I don't know exactly what I would do different in the future, but I think just having been through the experience once would be a big advantage...In terms of coming back in my personal life, there really wasn't much of a problem. We did that pretty naturally, and that was a lot easier than I expected it to be, and I think that was partly because of the similarity between Australia and the United States. I think that made it easier to do that transition. It didn't take us long to get back into the routine, which is maybe why I got depressed.

One professor, who had maintained frequent contact with

her departmental colleagues, commented that they were waiting for her to return,

> So that I could help them fight on different fronts in the university. If I had been really smart, I would have started arming myself **against** that demand because as it is now, I am **completely and totally** overwhelmed with work, and I **should have** prepared myself more not to take on too much, but I did. I came back in and took on way too much and I'm swamped!

Is Readjustment an Automatic Process?

Sussman (1986) highlights the "unexpectedness" of re-entry problems as one of the distinguishing characteristics of readjustment transitions, and several other researchers agree that "The commonsense view of an expatriate's homecoming has been that readjustment was more or less automatic" (Grove, 1982). It was not surprising, therefore, to find that over two-thirds of this study's respondents agreed with the statement that readjustment to one's home culture is a relatively automatic process. Ten Fulbrighters mentioned Australia's similarities to the United States, such as one who said, "Australian culture is so similar to the United States and working in a research university is so similar to working in a research university somewhere else...It's not a very foreign, in the full sense of the work, experience." Another professor said, for him, "coming from Aussie...was like coming back from the fifties in the United States - a much slower pace, different values, and a different quality of life." He describes Australian culture as, "something like ours, quite a bit like ours, but not totally like ours." Two professors

found returning to the United States from Australia to be relatively easy, but detailed their experiences in acclimating and reacclimating to driving on a different side of the road. One described it as "one small problem" which was "actually life threatening."

Several respondents also added that ease of adjustment or readjustment was dependent on the amount of time away, your destination, your travel experience, and your age at the time of travel. One professor wondered, "If there's a certain time period where...maybe six or eight months, where you sort of run into a wall and run out of patience, but then when you go back home, you're not very comfortable with that either."

One professor who agreed that readjustment is relatively automatic, added, "It probably has sort of postpartum depression aspects to it." Another professor admitted to "a small amount of culture shock." He suggested, "You get overwhelmed with the pace of life here and the amount of material goods that are available here, relative to other places, even Australia." A humorous response came from one professor who, although he has been overseas before, acknowledged,

> I always experience culture shock coming back! And I did this time. I always find the cars big, the people overweight, and loud! I like the United States a lot, but there are always certain things, some very obvious things such as the one I just mentioned, and some more subtle things about our lifestyle and whatnot. Certainly in Australia, people work to live, as opposed to live to work. They're a little less obsessive about work, and the lifestyle was very nice and something we missed. But certainly culture shock is something that I felt

returning.

Feelings of Elation and Dejection upon Return

Nine respondents did not recall having any "up" or "down" periods when they returned home from Australia. One professor asserted with much conviction, "Not about returning home. One has up and down periods always in a new country, but not returning home." Another credited frequent travel for screening him from these any of these experiences.

Just under two thirds of the respondents did have positive, negative, or mixed emotions upon return; seven faculty members reported "down" periods only, four described exclusively "up" periods, and five professors remembered having both feelings. Most frequently, returned sojourners were very happy to see friends and family, and to be back in their own homes again. One professor described feeling "rooted," and another respondent remembered a poignant moment:

> I can remember...You drive up to the driveway and you look at it for the first time in a year...It's hard to describe the sensation of seeing your home and then walking inside and the scent of the home and just ambiance...You look and you see all your things...This is an experience that's very unique.

Only one professor related his elation upon returning to his work, "It's always up...I have the best job in the world." In contrast, although a few professors said they felt "down" simply because they missed the beauty and climate of Australia, most of the respondents, who reported feeling "down" when they returned, gave work-related rationale.

Several respondents missed the freedom of the Fulbright leave, i.e., the lack of day-to-day responsibilities associated with their regular work routines. Several professors also reported feeling immediately "swamped" either by pile-ups of mail in their offices or unexpected course assignments. One professor said, "I came back to a year's worth of mail stacked up on my desk...That's kind of deflating when you find mail all over your desk, the chairs, the tables, in big boxes..." Others felt they returned to less challenging students, fewer interesting opportunities, a university described as "a mess," and insipid department politics. One interesting response was,

> It's somewhat of a down feeling to realize that life goes on without you - quite smoothly and happily, and I'm probably not as important as I sometimes like to think I am. And coming back, after being away, makes you realize that very quickly. So, that's probably a pretty healthy thing in terms of my own consciousness goes, but it did strike me when I got back that, 'Hey, they didn't miss me really.'

Although five professors offered both "up" and "down" responses, only two of these described "troublesome cycles," and "emotional swings." In one case, the family seriously debated whether they would return home at all, and in the other, the professor reported "a feeling of lack of direction, not knowing what I really wanted to do in my professional life at that point" which continued for six to twelve months.

Eighteen respondents reported that they did not feel out of place when they returned home, and most of these respondents offered no further comment. Of those who did, two

felt they were made to feel welcomed and back at home in their departments. One interesting response contrasted this leave with previous returns,

> When I've been overseas before, and come back, I've often felt very out of place. This time, perhaps, somewhat less so because I had a very clear niche in the department. So, coming back, all of a sudden I was an old guy as opposed to a young guy! That was a big switch.

Another interesting response, which confirms the adage that "misery loves company," came from a professor who said,

> I felt like every other returning sabbatical person. We were all sitting around complaining together! I had another close friend who was just returning. She had had a really great year and she hated to be back as much as I did. And then there were three friends of ours who had been on sabbatical in loco - that is, they hadn't left (the university town), but they hadn't been doing their usual duties. We were all complaining bitterly. So, we would have lunch sessions where we would all sit around and reminisce about why we were hating to be back in the university community, but we got over that after a couple of weeks.

Of the seven professors who acknowledged feeling out of place, two suggest it was related to not maintaining close contact with their departments while they were in Australia. One said he felt "a little like a fifth wheel" when he first got back, another felt "the game had shifted" while she was away, and a third that he felt "a bit more keenly the provincialism" of his home university. The most telling response came from a professor who said,

> Oh, there's always a little bit of readjustment that one has to do...It's similar to when I was away for eight months on sabbatical. You're just not part of the everyday routine until you come back and jump in with both feet again and begin to operate again. And, there are always some changes...Nobody ever stays any place or

> nothing remains the same. So, there was a little bit of readjustment, but not much...I gained all sorts of new insights, but departmental recognition was minimal, and I kind of slipped back into my place and resumed my load here.

Changes in Perceptions

The next question asked professors whether, as a result of their time in Australia, they had any changes in their perceptions of life in the United States, their colleagues at home, their college or university, and their students.

Seven professors stated that the Fulbright did not have an impact on their perceptions. Again, some professors thought themselves insusceptible to these kinds of changes owing to their previous travel experiences, "I had spent quite a bit of time overseas prior to that Australian experience. So, whatever changes I had in my perceptions I had from living abroad, had occurred much earlier in life." Another commented, "No, I didn't see the U.S. with new eyes. I saw it with the same old eyes I'd always seen it with."

On the other hand, some professors found their Fulbrights to be quite illuminating. One said, "That's probably the most valuable part of the program. It's more what you learn about yourself and your home country than anything." Another commented, "The best way to study, and I think to understand this country, is to leave it." And a third professor said,

> You start seeing the U.S., in particular, through the eyes of the other country...I think it's extremely valuable to see how other people perceive us abroad and you get the experience when you live in a country for a

> while. After a while, the niceties get stripped away because you've made friends and pretty soon people start telling you what they think, and that's good.

Fulbrighters who sojourned to Australia became more keenly aware of how "consumptive" a nation the United States is. Eight respondents commented that they found the United States "wasteful", "materialistic", or "greedy" and became more conscious of the poverty and inequalities at home. One professor's comments were representative. He said,

> This overseas experience, I think, made us see things in the United States in a slightly different light because, I think, people in general in the United States are quite spoiled with the living status here. I mean, we have almost everything we could want and more so. And yet people aren't terribly happy a lot of times and they complain a lot. When you visit a place like Australia which makes do with a much poorer economy...And yet, they're quite happy and do very well, I think. I think we're sort of spoiled...This is probably the best country to live in, but I think people should be reminded that most of the world isn't as well off...So, we had this sort of philosophical experience!

Several respondents commented on the fact that Australians are more informed about international issues, while others noted that they gained insight on how Australians view the United States. One professor was amused to find that, "The rest of the world just takes us so seriously;" he remembered a quip that he had heard, "Washington sneezes and Canberra catches pneumonia."

Two professors were impressed by how well socialism seemed to be working in Australia, although one noted "On the other hand, you can look at the Australian system and say, in the long run, it can't work, and probably the millions of

problems with the American system are essentially inevitable."

Finally, three professors came to the realization that they preferred the United States. One said, "We're fortunate to live here." Another commented that as a result of his Fulbright travel, "You just appreciate America. America is just such a wonderful place to live...America sure has its problems, but there's no greater place to live and you really appreciate it after you're gone like that." A third professor noted, "It was a reaffirmation of my desire to stay in the American system rather than to shift to another system. I don't like the Australian academic system nearly as well as the U.S."

Although about half of those interviewed felt that their Australian colleagues were of comparable caliber to their colleagues at home, this question evoked a few surprisingly nationalistic and competitive responses. Two attributed professional parity to the fact that many of their Australian colleagues had been educated at superior foreign (non-Australian) universities, while another suggested that those who hadn't been abroad extensively, "Were very much more insular and closed." Several professors offered their impressions of Australia's problems in hiring professors. One commented,

> They have a difficulty in attracting faculty because they are remote and they don't have access to anything like the pool of people we do. They often hire people almost sight unseen. You know, just based on resumes. Whereas, we wouldn't do that...

Another professor explained how Australia differs from the United States in graduate education, and concluded, "The Aussie Ph.D. knows one or two topics very well, but lacks much depth. I felt that I could compete very well whether it be in the classroom or in the research category."

Two professors were situated at institutions where the institutional mission was different from the mission at their home institutions, and therefore felt such comparisons couldn't be made. Five respondents stated that their departments were stronger at home, and two of these professors added that their colleagues at their home institutions are more "driven." One went so far as to remark,

> They have morning and afternoon tea, and they're pretty laid back and they don't get a whole lot done, not surprisingly...They could be accomplishing a lot more if they worked a bit harder...I probably gained a little greater appreciation of how devoted and how productive most of my colleagues are. Where in the department in Australia there were only two or three people who are doing all the research and publication, here, out of my colleagues, twenty-three out of twenty-five are productive researchers...

While one professor in the humanities was disappointed to find that the Australians in her field, "were still kind of in an imitative mode," a professor in the sciences had a different experience. He discussed one of the nicest "positive surprises" that he had on his Fulbright,

> Americans are Americans. We're pretty egocentric. We kind of think we're always on the cutting edge of everything. By golly, they're doing some really innovative and leading research in a number of fields too. That was nice to see.

This group of Fulbrighters were very astute observers of

the similarities and differences between their home and host institutions. One professor even commented that learning about different systems is "always educational." However, there was little consensus in the particulars noticed; in part this was because professors focused on a wide variety of features, but also because respondents came from a range of institutional types and spent their Fulbrights in equally diverse settings. So, for every professor who was at an institution that emphasized teaching, there was another who was at a university where research was the focus. Similarly, although two professors came back to universities which they said were more "utilitarian" or "spartan" than where they had visited, another professor described his office in Australia as, "A fairly dingy office with a forty year old typewriter in it."

Four faculty felt there were significant differences between their home and host institutions, five mentioned "structural" differences in the organization and governance of universities here and there, but three felt that their host institutions were all too similar, bureaucratically, to what they were accustomed to at home. Several professors commented on the "more laid back" pace of their departments in Australia. One amusedly commented, "I don't know if we're over-stressed or if they're under-stressed, or both!" Only one professor found his host institution to be "a very stuffy place," and therefore, quite different from his land grant

institution. More frequently Fulbrighters found that their Australian departments manifested more collegiality, less formality, more social contact, less competition, and greater faculty governance and power. One professor, who felt that national wage agreements helped to ease departmental relations, remarked, "You have **tea** together every day. This is not done in the U.S. It was, like, they did things each day together. We can't even get people together to come to department meetings, let alone see them every day!" While these professors seemed somewhat envious of what they had experienced in this regard, two pointed out that changes are occurring in the Australian system, i.e., "They are in the early stages of the same metamorphosis that we've gone through. So, it won't be long before they are at where we're at, probably."

Finally, there were few faculty able to discuss differences between students in the United States and Australia because most of the professors interviewed had research Fulbrights, and/or had little contact with students while they were in Australia. Of the seven professors who ventured to make a comparison, four thought students were better in the United States. One thought students in this country are "better rounded" as a result of our broader educational framework. Another said, "I think American students are far superior, with all due respect, academically, intellectually, and motivationally." A third commented,

> I think they're much poorer...The students there sort of felt that they were there, and it was the duty of the faculty to teach them whether they were capable of learning or not. It was the fault of the faculty if they did or didn't. My perception is that we're here and we give you the opportunity to learn, and if you don't want to learn, that's your tough luck. And we don't baby... You know, we don't spoon feed them at all. Whereas in Australia, they did spoon feed them quite a bit, more so than I thought was proper.

Two professors thought the caliber of Australian students was about on par with students in the United States, and one was convinced that his students in Australia were, not only more interested in his subject matter, but also "A bit more worldly and cosmopolitan." He added that he also found the classroom atmosphere to be more exciting in Australia.

Getting Back in the Swing of Things and Plunging Back In

About as many faculty felt they were immediately back in the swing of things in their jobs as those who took longer. Responses in the "immediate" category included those who claimed to feel adjusted in ten seconds, ten minutes, instantly, right away, or, at most, a week. A typical comment was "The first telephone ring, I knew I was home."

Interestingly, there was no middle ground; the other group included professors who felt it had taken at least a month, and included four who weren't certain they had fully recovered yet. One responded, "What I've done is gone from being very detached and uninvolved, to being inundated and over-involved, exhausted, and swamped. I don't know when I'm going to get a balance that feels right. I haven't hit it

yet." One professor gave a mixed response,

> I still don't feel back in the swing of things in some ways. This may sound kind of dumb, but I still haven't sorted out all my papers and stuff yet that I brought back from Australia. So, that's at one level. I still really don't think I've reorganized my life since I've been back. In another sense, I was back in the swing of things within a couple of days after I got back. I mean, I was doing a lot of the same things that I was doing before - going to meetings and teaching. I wasn't teaching right away, I had two weeks before I had to start teaching, but even so, I was back in the routine almost forgetting about Australia in an immediate sense in a very short period of time, but it has taken me a lot longer to allow myself to reorganize and reorient myself.

According to a study by the Gullahorns (1962), a major variable affecting readjustment is the degree to which the returnee becomes involved in creative work immediately upon his or her return (p. 292). A divergent viewpoint is offered by Stitsworth (1989), who recommends easing slowly back into the old routine and allowing time for "postexchange processing." All but four respondents in this study felt that they had plunged back into their work back home, but the accompanying comments differentiated those who did so more willingly than others. At one extreme, were those who offered comments such as, "I can't afford the luxury of easing back into anything. I'm too busy," "I had commitments to keep," and "Classes started and I had to be ready. I just had to keep moving."

At the other extreme, were those who found time for brief vacations before returning, such as one professor who said,

> I don't know. It was summer. We had gone such a long way. We went to New Zealand and Tahiti. So, I wasn't

> exactly plunging anywhere. No, I didn't come right back. That would be a terrible mistake. You're coming from fifteen thousand miles away.

In the middle were those who were somewhat reluctant, those who implied that they may have plunged, "A little too fast," or who found that, "Plunging back in was a mistake." One professor added, "When the semester starts, you just start to get busy whether you want to, or not. It just kind of happens to you." Another complained,

> I eased, but they tried to plunge or dump me right back into it! No, I definitely tried to continue doing some writing and get things sorted out and ease back in and not get sucked into committee appointments and stuff, but...not too successfully, but I tried.

Costs and Benefits of the Fulbright Leave

Twelve of the twenty-five respondents said there were no professional costs associated with their sojourn to Australia and an additional two professors said that the only costs they had incurred were financial. One Fulbrighter noted that if he were taking his Fulbright now, as opposed to a few years ago, he thinks there might be more problems. He surmised, "The dean and his troops might be mumbling under their breath that this person should have been in there working and teaching instead of running around doing whatever."

For those who felt they had sustained some professional loss, most commonly this had to do with their research. Of the six professors who mentioned their research being negatively affected, three were concerned with "catching up,"

two had to get their research groups back up to speed upon return, and one felt it was late in life to start shifting directions. Still, he did not regret the experience or feel the costs were overly excessive. He explained,

> I had to do some things at age fifty that I probably should have done at age thirty in terms of preparation. So, I kind of had to back up. Every time you expand into another area, there's a certain amount of backgrounding a person has to do, and I spent some time doing that...In the end, I think it will pay off in terms of my academic production and in terms of personalal satisfaction, but I paid a little bit of a price in that respect.

Other professional costs affected one professor's consulting practice, the quality of another professor's journal, and a third Fulbrighter's technical skills. Finally, one professor says he has felt his forfeiture more keenly since his return. Because he took a teaching Fulbright, he used up what would have been a sabbatical leave from his home institution, which would have been a research leave, but he continued teaching during his leave. As a result, it has been eleven years since he has had a break from teaching.

Only one professor, who was in his sixties at the time of his Fulbright, felt that he was too old to obtain any professional benefits from the leave. He maintained that, "For a much younger person there might have been quite a bit." Another professor, not much younger than the first, wished that he would have looked into Fulbright possibilities twenty years earlier, but had just been too busy doing other things. Although he feels that the biggest professional benefit to him was "Having a new experience which provided new insights," he

contends that if he had had this opportunity earlier in his career, "It would have enriched my academic experience and outlook much more."

Nine Fulbrighters felt that the contacts they made were the greatest professional benefit. One enthusiastically noted that the contacts made in Australia would be, "People who I'll probably deal with for the rest of my life...I think that was the greatest plus -establishing the professional level contact and determining mutual interests and sharing ideas."

Five professors noted gains in knowledge and learning, four spoke of their resultant research output, and another five said they appreciated learning about other systems. One representative comment came from a professor who said, "It's always fascinating to see another system, and you realize all the possibilities there are other than your own area, your own country, your own customs, your own culture, and that there are, indeed, other ways of doing things."

Five professors mentioned the prestige of the Fulbright as being an important professional benefit. Being able to list a Fulbright award on one's curriculum vitae was expected to help in obtaining future research grants and in impressing colleagues. One professor revelled, "**Oh**! It enhanced my reputation **considerably** among colleagues beyond my campus...It's very important and very prestigious."

One professor, who had felt on the verge of burnout before taking this leave, returned feeling rejuvenated, and

said, "It gave me a chance to have a fresh start." Four other professors discussed the freedom the Fulbright gave to them. One said, "I had the benefit, the freedom, to think about things more. Not only to learn new things, but to try to get a clearer view of what I'd like to be working on in the future." Another professor appreciated the time she had to write, and another valued the freedom to have "excellent discussions" with colleagues, which she doesn't find the time to do at her home institution.

Conclusively, but less specifically, one professor remarked, "As far as I'm concerned, it was absolutely a positive experience...I wouldn't hesitate to go again - tomorrow!"

The Prestige of a Fulbright

Interviewees were asked whether they thought that their experience as a Fulbrighter had enhanced their standing in their professional discipline. Surprisingly, over half of the respondents said they weren't sure if the Fulbright had helped their reputations. Three of these professors allowed that the award "Didn't hurt." One professor assessed the comparative worth of her Fulbright, "I don't think it did **nearly** as much as if I had an NEH, a Guggenheim, or grants like that. I think Fulbright is seen as a secondary grant." Three professors also in this response category alluded to their professional rank and their status within their discipline

before they had received the Fulbright award. One said, "I hate to say this, but, when you get to be like I am in my stage of life, it's hard to know what enhances your status. I think if you're a junior person, it might help you." Another respondent seemed insulted by this question, and he responded haughtily:

> You know you're talking to a full professor who has been president of a variety of societies in my profession - national and international. I mean, I'm at the top; I'm not on the way up, and the Fulbright is not going to **get** me something, so to speak, and that wasn't why I wanted it. I wanted the Fulbright because it was what I wanted to do with the year, and it wasn't done as a step **toward** something career-wise.

Eight professors were convinced the Fulbright had enhanced their standing, but few specifically addressed how it had helped them. One exception was a social science professor who explained, "I work as a consultant and obviously, having a couple of Fulbrights looks good on your record, and that kind of thing translates into money."

Of the four professors who responded that the Fulbright did not help their rankings in their disciplines, one commented, "My discipline couldn't care less about whether one's sabbatical was sponsored by a Fulbright." Another professor chuckled, "I already had a pretty high standing," listed his professional memberships, and added, "I had those positions before I went. So..." A third professor cited the negatives,

> I mean, it looks good on your resume, but...No. You drop from visibility in your profession in the States, and

> possibly the costs exceed the gains, I think in all honesty, in a purely visibility sense. I mean, visibility in the profession. Not attending conferences in the United States and in my professional associations, I'm just not around. I'm not hooked in or wired into other projects that were going on at the time. So, I think there are some professional costs. People don't chase after you when you're halfway around the world to get you involved in collections of writings and that kind of thing. So, I found that fell off a bit.

Sharing the Fulbright Experience

According to Toner and Brackman (1980), one of the main objectives of university exchange programs is to have faculty share what they learned with their colleagues and students upon returning home. Additionally, many of the respondents in Stine's (1987) study recommended sharing the leave experience as a means of achieving closure. Over two thirds of the Fulbrighters interviewed for this study said that they had the opportunity to share their overseas experiences with various groups, and while most of these were invited talks, several professors had initiated their presentations.

The most popular form of sharing was through department seminars or "brown bag" lunch forums. One professor added that he found the critiques and discussions that came out of those meetings to help focus his ideas. Several faculty also mentioned presenting their research findings at national disciplinary meetings as well as in colleagues' classes. One respondent asked, "Can I sound self-serving? I don't mean to. I'm a reasonably popular speaker in this area and lots of groups in my field have said, 'Why don't you come out and tell

us what you did last year?' Six professors had addressed community audiences as well, usually at local civic organizations.

Several professors also mentioned less formal encounters with colleagues who were considering overseas travel, in general, or thinking about applying for a Fulbright award. One respondent said he had "Australia Nights" at his home where he would show prospective sojourners his photographs and offer advice on how they could prepare for their trips. This professor has also been approached by his university's research office about the possibility of running workshops to help other faculty apply for Fulbrights.

Of the six professors who did not share their experiences with groups, a few remarked that they regretted not sharing their experiences, and three, apparently, had been waiting to be asked, if not coerced. One said,

> I planned to do that. I really did plan to do that, and to have slides, and that sort of thing, but it just never got done. It wasn't that I didn't want to do it, it was just the press of everything else - daily things. It was just one of those things I never got around to, and nobody **made** me do it. I would have done it, I'm sure, if they had strongly encouraged me to do it.

Interest Conveyed by Others

Interviewees were asked, "Were people as interested as you expected in hearing about your trip." Just less than half of the professors reported that there was a good deal of interest from students and colleagues at their home institutions. One said, "I felt a little remiss at not

telling people more," and noted that since the "Crocodile Dundee" movies that were popular a few years ago, Americans have had a fixation on Australia. Another professor similarly noted, "Nine out of ten people just wanted to know more."

The remainder of those interviewed offered responses which corroborate previous findings (Arndt, 1987; Westwood et al., 1986; Wilson, 1985), i.e., there are not that many people who are genuinely interested in a colleague's leave. Five professors noted that there wasn't much interest, but that was in line with their expectations. Several professors noted that travel was commonplace in their universities. One professor said, "My colleagues are so blase and well-traveled that they probably don't want to hear about anybody else's trip..." Moreover, it was noted by several Fulbrighters, "Everybody's busy with their own things..."

The remainder of the respondents did not perceive interest on the part of their colleagues, and some expressed disappointment in this lack of interest. One professor said, "I love to talk about Australia whenever anybody **asks** me about it. I usually really plunge into it. There's nobody beating down my door wanting to know what I did over there." Another professor explained,

> It's really funny. We have five books of photographs of Australia. People don't want to see them. They don't care. The only people who are interested are those who have a personal stake in it, like the ones who are thinking of going to New Zealand. We feel like the ancient mariner...grabbing people and saying, 'Please let me tell you about this.' And for a while, it was a problem. As much as I loved it, my husband loved it even

> more, and could get very tiresome at parties because he'd just go on and on and on about Australia. So, I had to tell him, 'Look, they don't want to hear it. You'd better stop.'

Applying for Another Fulbright

All but one of the respondents expressed an interest in applying for another Fulbright grant in the future; the exception was on the verge of retirement. All other responses were affirmative and enthusiastic, although there were a few concerns raised about future possibilities.

A few professors assumed that one could only have a certain number of Fulbrights; it is thought to be a once or twice in a lifetime experience, and that, "All things being equal, they will give the Fulbright to someone else who hasn't received one."

Two professors who had traveled to Australia with their families, expressed doubt that this type of experience could be as easily repeated. One weighed the financial burden,

> Certainly the experience was terrific, and I would be very keen on having another such experience. The amount of support provided is becoming somewhat marginal. Without half salary from my institution, and some consulting with the Australian government, it wouldn't have been possible. You couldn't do it on just the Fulbright with a family. Housing costs alone surely ate up half of what I was getting, and you have all of the other costs involved. So, in principle, yes. Whether I would pursue a Fulbright or not would depend on what other kinds of alternatives were available. If the value continues to sink in real terms, at some point it is easier to raise the money in some other way.

Timing of the Fulbright Leave

A variety of answers were given by respondents as to why it was the right time for them to go to Australia; several professors offered more than one justification for applying for the Fulbright the year they did. A few offered non-professional reasons, such as that the timing was right for allowing the family to pull up stakes and travel together, the admission that they always wanted to go to Australia, or simply a nagging "itch" to travel.

A diversity of professional reasons were given. Fulbrighters were due or overdue for sabbatical leaves, some admitted they were feeling "jaded," or "in a bit of a slump," two were completing administrative tenures, a few were between research projects, two others were going to work on a specific project in Australia, two thought it was time to reevaluate their careers, and one professor knew that two professional meetings he wished to attend were going to be held in Australia that year.

All of the respondents felt that they had chosen either "the" right time, or "a" right time, in their lives and in their professional careers to apply for a Fulbright. Five proclaimed it was, "Exactly the right time," "Just incredibly the right time," or "Absolutely the right time;" two commented that, "Any time is the right time;" and four only wished they had done so earlier. One professor lamented,

> I probably should have looked into Fulbright before I did, but I've been so busy doing other things. I was in

> city politics for awhile. I spent eight years in our city council, and was mayor for a couple of years. I edited a journal for ten years, and by the time you do stuff like that, you're suddenly in your forties! So, I probably should have looked into it sooner. Maybe that's what we all do, we get so busy.

Two professors disagreed, and maintained that it was better to take this kind of leave later in one's professional career. One said, "I'm fifty-three years old, I've been a full professor for twenty years, financially I'm pretty secure, I sort of have a pretty good reputation, so people know who I am. It was a good time." The other professor wondered how junior professors could risk a Fulbright. "I think, especially in the sort of publish or perish nature of academia still, it could be injurious, perhaps, for a younger professional unless the department was extraordinarily sympathetic."

Documenting the Experience

One recommendation for easing readjustment involves keeping a detailed record of overseas activities so that experiences can be shared later (Ebersole, 1990). Although all Fulbrighters are required to file an end of exchange report with the Fulbright office, and many had to file sabbatical reports or other institutional leave reports when they returned home, some Fulbrighters chronicled their leaves in other ways, for themselves. About a third of the respondents mentioned articles and books, a third mentioned paper presentations, several had kept detailed field notes,

and seven had similar projects near completion.

Only three professors kept a personal journal in the formal sense, although a few others commented that they now regret not doing so. One professor, who regularly maintains a journal, laughed, "I always keep a personal journal, but it fluctuates. It tends to get a lot written in it when I'm unhappy, and so it was shorter when I was in Australia." One professor kept copies of her electronic mail correspondence as a variation on the journal format, and another professor, who traveled with his daughters had another interesting strategy, "My daughters and I had a system worked up where I think we wrote a letter every day which amounted to a journal. So, we have all of those letters. I think we each wrote two letters a week, and then we did a corporate letter on Sunday." Finally, one professor recommends traveling with a camcorder so that you can capture both the sights and sounds of Australia.

Returning to Australia

Just less than a third of the Fulbrighters interviewed had been back to Australia since their Fulbright, at least two of them have been back more than once, and several others commented that they hoped to return in the near future.

Fulbrighters have returned for professional meetings, job interviews, and to continue research collaborations. A few professors have been invited back to Australia, but were

unable to make the trip either for financial reasons, or because they were too busy with obligations at home.

Involvement with the Fulbright Alumni Association

Nine of the twenty-five respondents are members of the Fulbright Alumni Association; surprisingly, most professors were uncertain as to whether they had joined. One professor commented that he did not even know that such a group existed. Another professor wondered what one had to do to join, and whether there was a fee. He remarked, "It probably tells you that the Fulbright Alumni Association doesn't do a very good job of recruiting members." A couple of professors knew that they hadn't joined, and cost was mentioned as a deciding factor. One professor, who assumes he originally did not join because of the cost, added, "It's one of those thing where I'm already getting too much mail, and getting too involved in too many things. So, it a question of where I want to put priorities."

Drawing on Dudden's (1978) assertion that ex-grantees are a "largely untapped resource" of talent and experience, and Rose's (1976) recommendation that greater "use" should be made of former grantees, respondents were asked what role they thought they could play in helping others embark on a leave. Most frequently, professors commented that they could be of most help to someone planning to go to Australia; most said

that the information they could provide would be on the order of helpful hints about climate, housing, and holidays. One professor said, "I could certainly help people, telling them about Australia. I've seen more of Australia than any Australian I've ever met!" Another professor, who was less certain of how helpful he could be, amusedly offered, "I could talk to them, but I'm not sure I would have great words of wisdom. I'd tell them to take less of everything, and bring more money, but other than that..."

Others thought they could particularly help those in their field; they could offer them links in terms of people to contact, places to go, and research opportunities available.

Several professors said they would be quite willing to help others in putting together their Fulbright applications, and some had already had occasion to provide this assistance on their campus. One professor pointed out that his institution maintains a collection of successful applications, and that his Fulbright application is in their files.

Finally, a few professors noted that it was simply helpful to have someone to talk to. One professor recalled, "It was very helpful to me to know what to expect when I got there, and what Fulbright would and would not and should and should not do for you. To be able to talk to somebody who has done it is a very important thing." Another professor added, "I've talked to several people already. I think it just helps to talk to anybody who has been to the country you are going

to...It's not the same to just read literature or travel information."

Hints for a Successful Transition

All but seven professors were asked to comment on what worked for them in making the transition back to their home institutions. Those who were not asked had been particularly adamant, throughout the interview, that they had no transitional difficulties. Another eight professors who **were** asked this question, responded that there really was no problem for them.

In general, responses confirm the importance of certain variables affecting adjustment, i.e., whether the individual had previously experienced a major geographic move; the degree of security of the roles to which grantees return to at home; and the degree to which the returnee becomes involved in creative work immediately upon his or her return (Gullahorn & Gullahorn, 1962, p. 292).

A few professors credited their work responsibilities for overshadowing any difficulties. One remarked, "There wasn't any problem. I just picked up my pager, called the operator, and said, 'I'm back.' Another professor similarly commented, "I think necessity is the mother of invention. I needed to do it, and I just did it."

Others who contend that they did not actually experience

transitional difficulties mentioned either previous extensive travel experience, the similarities between the United States and Australia, or that they consider it is easier to return home because, "It's a known quantity for you, and it's not a known quantity going the other way."

A variety of suggestions were offered by the remainder of the professors; some offered hints that had eluded them upon re-entry. A few professors advised that a positive attitude could ease the transition back home. One professor urged, "Look forward to whatever you're doing." Another professor proposed that this transition period is a good time to think about making some changes; he thinks, "It's better than coming back to just fit into exactly what you were doing before. Planning was the key for one professor who warned, "Try to anticipate so that things don't get sprung on you." Another offered,

> Just relax. It's not going to be any different when you get back then it was when you left. I don't know what it is about reverse culture shock...It's a strange phenomenon. We had to reestablish all of our old friendships. Work habits had to be readjusted to the pre-Fulbright framework...It's just part of the experience.

Similarly, another professor suggested that,

> People should probably be encouraged in their eleventh month just to think about the transition process and what problems they **might** encounter. That is, they should be a little more conscious of the fact that there is, sometimes, some transition problems.

Traveling with a child was suggested by one Fulbrighter who had done just that; this professor remembered,

> The presence of my child kept my sense of humor up. He was the only one of us who was very happy to be home. And because he was happy to be home, and just so delighted to be back with his friends, that was an upbeat counterpoint to the depression.

A few professors found solace in their departments, either by discussing their travels with friends, just getting back to their work and resuming their responsibilities, or by giving a "brown bag" lunch seminar. One professor admitted that his transition was eased considerably simply by, "Having a fairly good situation" to return to.

Finally, two professors were convinced that **not** plunging back into routine work responsibilities was critical. One said,

> I think, probably not coming back straight into the regular full time job would have made it easier. See, I came back, I think, just a week, or maybe two weeks at the most, prior to a semester starting - teaching and all - and it was kind of stressful, I think, even though I didn't think about it consciously at the time. So, I guess I would recommend that people somehow try to ease in a little more, either have more vacation time prior to starting after they get back - maybe half duties or something, if they can arrange it...

Another professor was more adamant, and reintroduced the idea of 'closure.'

> I have given advice to people, I tell them that one of the first things they should do is to tell their department head that they need some time to do just what you mentioned - 'closure.' That if they **don't** write up some of their experiences or finish those final reports, or even the slides and stuff, just get them in order so that they **can** use them. As time goes on, the trail goes cold so quick, and it's so hard to get back and recapture some of those ideas or re-sort those slides, or reorganize...So, they ought to just budget in time when they get back to pull some of that stuff together, because at the end of the Fulbright over there, you're wrapping up a lot of things that you're trying to

> complete over there, and really, making the transition is one of them. That was my experience; there's just so much to do. Things we had wanted to finish for the Fulbright project and all that...I certainly didn't take time to think of the transition, but it's something that I've strongly recommended to others.

Advice to Others

All but a few of the Fulbrighters questioned were prepared to offer colleagues either specific, or more general, i.e., "Just do it," or "Go for it," advice that would help them to make the most of their Fulbright experiences. One exception didn't think any advice was warranted. He said, "I think if they're interested in going somewhere and spending time away, they probably don't need any advice about it." One Fulbrighter responded that she would be more inclined to offer people advice to help them **apply** for the award because it is so competitive. Another professor commented that she would offer quite a bit of advice, but her suggestions would depend a lot on whether they were addressing a male or female professor. A fourth professor who said that he didn't have, "Any sort of fortune cookie advice," did offer some worthwhile advice, nonetheless.

Eleven professors indicated that making connections with colleagues in your host country was critical. Some emphasized pre-departure contacts. One professor recalled how his Australian colleague mitigated the transition to working overseas:

> One of the things that made my trip perfect was that

> **every single** formality was in place before I ever got there because the guy I was working with knew exactly who to talk to and what pieces of paper were necessary and that meant, literally, the day I arrived, things were ready...There was a very nice little office, nothing fancy, but it had a computer and a telephone and a place to work and **the day I arrived** I was ready to start working...Geez, the guy I was working with called all the right people, and the first week I was there I met everyone I needed to meet and was able to sort out who was going to be of value to me...That would be the single most important piece of advice. Do everything you can before you get there to be sure that everything you need is waiting for you, because a year goes by with ferocious speed.

A few others concluded that the congeniality of the host colleagues was key. One professor said, "When I think about what really made it for us, it was the people who we ended up working with." He considers himself lucky; he knew that he liked the work that the group did professionally, but he wondered what it would be like to work with these people. He recommends corresponding, and even calling colleagues beforehand; he was encouraged by warm responses to his inquiry letters.

Other professors stressed the importance of networking while on the Fulbright. For example, one professor had this suggestion,

> Visit colleagues, as many colleagues as you can, in the country you are visiting. Get as much exposure to the other people working in your area in that country. Don't just go to one institution and sit there working with a couple of people. I don't think that's enough. I would advise people to get out and see who is doing what, as much as they can. That is what I did. I gave probably half a dozen seminars in Australia, some of them invited by others, and some I invited myself to give the seminars, but that was all very good, I think, because that just established more contact.

Another popular response, that was given by six professors, related to being flexible and trying to adapt to the host country. Several professors urged future Fulbrighters to read and learn as much about the country as possible. One professor cautioned that visitors should, "Be ready to accept some significant differences, even if they think it's going to be a lot like a White Anglo Saxon Protestant country like Australia." He commented that he and his wife were expecting Australia to be a lot more similar culturally, to the United States than it actually was. Others suggested that Fulbrighters should, "Try to make themselves as much apiece and of the fabric of the society as they can, and should not try to, "Live an American life long distance." One professor remembered that he read the local newspaper from cover to cover each day to help him "Absorb the experience."

Four professors discussed the length of the leave; a one year stay, at minimum, was favored. One comment was,

> I'm a firm believer in year-long trips. A one-semester sabbatical, I'm fairly convinced, is not a long enough time to really make a clean break and get your mind concentrating on other things. It's also likely that if you're only gone one semester, too much work will follow you. You won't make that break, and you won't really get immersed in the society and the culture. I mean, it takes half a year to learn the ropes, let alone make a contribution.

On the other hand, one professor commented on the worth of keeping in touch with your department at home,

> I just think it's important to know some of the details about what's going on in the department and try to keep up with some of the day-to-day decisions...And that makes it a little easier when you come back - to ask the right

> questions - to, kind of, catch up...Those are the kinds of things that make the re-entry much easier.

Some professors offered tips to optimize productivity when working in another country, such as, "Plan well in advance in terms of knowing what you're going to do with the time, and find out what will be provided to you." Another professor highly recommended traveling with a lap-top computer. He explained,

> I had all my files and had a large hard disk. So, that was nice. I had a lot of stuff I had written, and journal articles I had written, and a whole bunch of stuff like that because when you're there, you just can't rely on the mails. If you have a computer, you can just retrieve it and put together speeches and stuff. It's so much better.

His other suggestion is to keep a journal. He said,

> I kept an appointment calendar book where I wrote a lot of things that were going on. It was a very crude journal. I guess I'd recommend that people do more of that. There's so much happening that you can forget. I was invited to speak at a university, and you think 'Oh wow, this is so neat; I won't forget this," but boy, there are things that you just wished you had written down...There's so much that gets poured into your mind in a year. Two years later, when someone asks you something, you'd know you have something. If you can't retrieve it, it's frustrating.

Another professor suggests keeping two cameras loaded at all times to ensure that you will have ample slides when presenting your work back at home.

Interestingly, two professors advanced converse advice, i.e., they would urge Fulbrighters to "Relax and enjoy the experience," and "Don't try to do too much; enjoy the time. Don't make it just an extension of what you're doing here."

Several professors would offer financial advice to Fulbright recipients. One advised taking money along to help get situated. Although he received his stipend quickly, he would remind others that, "Buying a car, renting an apartment, and buying some second hand furniture, takes a lot of money." A few others suggested trying to get additional university funding. One professor said,

> They should worry about financial things far in advance ahead of time so they can do whatever they can to minimize the impact of that. If you went on sabbatical, and the Fulbright was all you had, and you didn't have any additional support, it's going to add an additional stress on the sabbatical and will definitely detract from it.

Finally, one professor, speaking from his own experience, thinks that Fulbrighters are especially vulnerable to tax audits; therefore, he suggests keeping track of all of the money you spend. "You should save every little piece of paper - every container of milk you buy, and every gallon of gasoline you buy."

Reported Re-entry Problems

Initially it seemed apparent that very few professors had any transitional problems returning home, but a closer inspection of the interview transcripts indicated otherwise. Although most professors were quick to respond that they did not experience any re-entry adjustments, just less than half of the professors interviewed, twelve of the twenty-five, either specifically refer to the phenomenon, or allude to

particular "down" periods upon return and/or the fact that it took them a while to "get back into the swing of things" at their home institutions. To gain a better focus on these professors, this section will consider the observations of some of these individuals on a case by case basis.

A few professors in this group were quick to joke about, shrug off, or in other ways trivialize the negative feelings that they remember. For example, one professor said, "Culture shock wasn't ever a part of it. It was more coming back to (her state) in the dead of winter!" Yet, she admits that returning to one's home culture, "Probably has sort of postpartum aspects to it." This particular professor missed the freedom she had on her sabbatical, and came back to a heavy teaching schedule as well as to find that, "They had unplugged my major research tool and stuffed it in my lab!" It took her approximately three and a half months to seriously resume her work because she came back to find her lab in total disarray. Perhaps what helped her the most during this period was having a support group of other returning sabbaticants with whom she could reminisce and commiserate.

Another professor admitted, "We were down a bit," because he and his family, "Were back in the American midwest which was a little less dramatically beautiful" than the host city they came from. He also remembers feeling disenchanted with the students he returned to because they seemed to be, "Taking their college education in stride and more for granted than

was the case with my Australian students." In response to the question about whether he felt at all out of place when he returned to his university, he commented that he, "Felt a bit more keenly the provincialism of my university. I always sort of felt that, but it seemed all the more so coming back from this experience." This professor returned home exhausted, not ready to plunge immediately into another academic year; he feels it took him the better part of a semester to feel comfortable and back in his routine at home. He returned to an institution where enrollments had swollen dramatically, "Everybody was frantic," and people were not as interested in hearing about his Fulbright experience as he had expected them to be. He thinks it is unfortunate that "Nothing was set up or organized" formally to give him the opportunity to share his experiences. To ease the transition of future Fulbrighters, he would recommend that, "People should probably be encouraged in their eleventh month just to think about the transition process and what problems they might encounter - to be a little more conscious of the fact that there is sometimes some transition problems."

An associate professor, who had a twelve month research leave, had a rejuvenating year which apparently came just at the right time. He had been at his institution for almost ten years before he took this sabbatical and, by his own admission, "Was at the stage of burnout in some ways." He felt honored to be, "A bit of an ambassador," and receive

invitations to speak to governors and corporate presidents in Australia. When he returned to his home institution, he felt "Swallowed up" by "administrivia" from the day he got back. He remembered that he went through a couple of stages which began with an excitement to be home, but quickly dissipated to the feeling, "Almost like it never happened." He was disappointed by his home university's lack of recognition of his Fulbright. He believes more acknowledgement was in order because he feels his award was the result of a highly competitive process. Like some other Fulbrighters interviewed for this study, he was also keenly aware of a conspicuous contrast; being a Fulbright recipient accorded him considerable respect while he was in Australia. In his closing comments he admitted, "I certainly didn't take time to think of the transition, but it's something I've strongly recommended to others."

Another associate professor, who had more limited international travel experience than most of the other Fulbrighters interviewed, found that returning home was more difficult than he had expected. He remembers "Cycles of being up, and then down," as well as feeling a lack of direction in his professional life. A rather lengthy quote is presented here because this professor's narrative may come closest to the description of "re-entry shock" documented in the literature.

> I think when you go on sabbatical, particularly like the kind I did, you're in an all new environment and

> everything is new and it's exciting for that reason. You get to basically do what you want to do for six months with almost no, or zero, direction or duties from anyone and that's all very good, and then you come back to your regular position, and you have your regular duties and responsibilities again...I kind of expected things to be a little different when I got back! I don't know why, but they weren't! And that was kind of a letdown, that things were the same here as when I left. And so I went through a prolonged sort of a funk, I guess, for six months to a year, I would say, of a kind of...a lack of motivation, or a lack of direction and not knowing what I really wanted to do next. I mean I had research grants ongoing. I had things that I **had** to do. I had teaching and all...It was sort of a personal thing, but it really affected me. I've heard this from other people, a similar thing, a depression, almost, after coming back. I don't think it had anything at all to do with the Fulbright or Australia or anything like that. I think it's just a psychological thing, in general, and it depends...I'm sure it depends on the individual and others wouldn't have that problem.

According to this professor, he had these feelings, which he described as "troublesome," and which he didn't, "know the exact source of," for a period of six to twelve months - an interval at least as long as the actual leave. Like several other professors interviewed, this professor did not have any significant outlets for sharing his Fulbright experiences. In his case, he was waiting for someone to "make him" do it. In retrospect, he thinks giving a seminar would have been helpful to him.

One final example pertains to a professor who began by asserting that the similarities between the United States and Australia were such that they afforded "A very easy adjustment." Later in the interview he conceded that he felt "Like a fifth wheel" when he first came back home. He added,

> I **definitely had the feeling** that I kind of was passed by

> a little bit by the department. Things were going on, and when I got back, I was part of those things, but it was like I was on the sidelines for a while. It took me a while to reintegrate into the department.

This professor described his institution's supportiveness of faculty pursuing Fulbrights in these terms, "Positive, but it's not necessarily enthusiastic." He was one of a very few professors who felt "absolutely" redirected as a result of the Fulbright. He commented,

> It allows you to kind of look back over the situation and see what's going on and kind of rethink what it is you want to do or what I want to do. I think it had a lot to do with my leaving [his home institution] now. In the end, I think it had a lot to do with it because when you're on sabbatical, you get a chance to ponder and think back over what you've done, what you want to do, and that sort of thing.

About his return, he recalled that, "There were some down periods." He said, "I was sorry to be back. I missed Australia. My wife missed Australia. I was unhappy with the political developments in the department, and that, plus some of the things I had done in Australia, helped me in moving in the direction towards leaving [his home institution at the time]. I hate to say that because it sounds like I came back and was bummed out...It just didn't work that way." Reminiscent of Adler's (1975) perspective, this professor was able to draw on the constructive aspects of readjustment; his discomfort facilitated a positive redirection.

Observations from American Grantee Reports

Fulbrighters are required to complete an evaluation of

their experiences prior to their departure from Australia. In addition to providing feedback to the staff of the Australian American Educational Commission (the Fulbright office in Australia), the written evaluation appears to serve several purposes for grantees. It offers an outlet for: expressing gratitude for the award, imparting criticism and suggestions, and chronicling sojourn experiences. The information in these documents confirms that significant concerns have not been forgotten since the Fulbrighters' departures from Australia. Also, it is apparent from reading these documents that most Fulbrighters seriously deliberated over their responses.

Four different evaluation forms were used during the five years examined; however, the general format and the questions have remained substantially the same. The Grantee Report forms encompass many of the same issues addressed in the interview protocol, although transitional issues, both pre- and post-sojourn, are not examined. Specifically, the most recent version of the American Grantee Report form does not contain a question, which was included in previous versions, about the adequacy of orientation materials. Additionally, re-entry concerns have been completely overlooked.

The majority of the grantees reported no professional problems encountered that might be faced by future grantees, however a few interesting suggestions were offered. One professor commented, "I made it a point to stay completely out of the internal affairs of my host department. This worked

out well and I recommend it as standard policy for grantees everywhere."

The most compelling question in the document asks Fulbrighters to evaluate their experiences in terms of professional value, social and personal value, and their contribution to international understanding. Overwhelmingly, professors focused on their professional gains, and a few asserted that opportunities to share ideas and solutions lead to increased understanding. One professor commented that professionally, "the experience exceeded my grandest expectations." Another remarked, "This Fulbright sabbatical year was without question my most valuable professional endeavor since my decision to embark on an academic career. It was to me what an ideal sabbatical should be..." Grantees similarly lauded the social and personal value the Fulbright experience awarded.

Fewer professors were certain about their Fulbright's impact on international understanding, and some were quite candid in their assessments. One professor remarked, "It would be hard to claim that the social contacts we made are a significant contribution to international understanding." Another commented, "It is difficult to say whether we have made any lasting contributions to international understanding...Our hope is that we have been reasonable ambassadors for our country."

One professor believed that his daughter's attendance at

a local public high school may have had positive ramifications. He said that she "demonstrated to schoolmates that all American adolescents are not drug-addicted, gun-toting delinquents incessantly portrayed on the American TV shows that Australians watch."

Only one professor seemed to truly embrace the Fulbright mission. He said,

> I feel an extraordinarily broad exposure to Australian society and culture from which we learned to appreciate the Australian view of politics, social issues, America, the world, and of life in general. The special concerns of the nations of the Southern Pacific region were new to us as was our introduction to Australian social and political history. We were delighted by Australian contributions to the arts and to literature. We experienced and found the "Australian way" or approach to things, far less stressful, and yet just as productive as our "American way," an attribute which significantly enhances the quality of one's life in Australia. Finally, I was during this sabbatical in Australia, afforded the time to be introspective while in a rather different social and cultural environment than my own. I was able in some degree to consider my own "American-ness" from a different vantage point, and from this hopefully developed a better perspective of our position and role in the international community. It seems clear to me that my experiences as a Fulbright scholar were by every measure an exercise in international understanding. I certainly hope that the Australians with whom I worked and interacted reciprocally garnered an increased understanding of Americans and the United States. Certainly, if my Australian counterparts who spend time as Fulbright Scholars in the United States are given the opportunities and are accorded the personal and professional hospitality which I was, the goals of the Fulbright Program and of the Australian-American Educational Foundation will be amply exceeded.

This chapter has presented the results of the interviews and information obtained from an analysis of selected documents. The final chapter will provide a summary of this

information, an interpretation of these results in relation to the study's research questions, and the researcher's conclusions and recommendations for future research and policy changes.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter begins with a categorized synopsis and evaluation of the data which were collected through interviews and document analysis. This method of recapitulating the study's findings reintroduces the conceptual framework discussed in the first chapter, and consolidates the material presented in the previous chapter.

The first category, input variables, pertains to the background characteristics of the Fulbrighters. Next, the process variables, which refer to the professors' experiences while in Australia, are reviewed. Results of the sojourn and post-leave events are summarized in the section on output variables.

The study's research questions are answered by drawing upon the interview responses of twenty-five American Fulbright scholars who sojourned to Australia in the five-year period 1986-1991; the post-leave evaluation reports for twenty of these professors; and the curriculum vitae submitted by twenty-one of the respondents.

The dissertation concludes with a discussion of policy considerations and recommendations for further research.

Summary

Input Variables

This study sought to examine the demographic characteristics of faculty Fulbright scholars who sojourned to Australia and to ascertain whether certain background variables might relate to re-entry experiences. The Fulbrighters interviewed for this study were a fairly homogeneous group; this is apparent in their educational backgrounds, publication records, and, although a large number of different institutions are represented, respondents were predominantly from doctoral granting, public research universities. Additionally, over two-thirds of these professors had spent at least the last ten years at their home university at the time of the award and had achieved full professor status. Other generalizable background characteristics include the fact that the majority of respondents had received Fulbright research awards, and all but four traveled with at least one family member. This was the first Fulbright award for almost all of the professors in this sample.

In terms of previous travel experiences, although most of the Fulbrighters reported extensive travel experiences, over two-thirds did not have study abroad experiences as students, and had never been to Australia before. Travel experiences

prior to the Fulbright were credited for being helpful, although many professors considered the sojourn to Australia to be "easy traveling" because of the similarities between the United States and Australia.

Although various responses were given as reasons for applying for the Fulbright, just less than two-thirds of the respondents were on sabbatical at the time of the Fulbright, and about half of these professors reported that financing their sabbatical was the reason they applied for the grant. Other responses were categorized as Lure of Australia/Travel, Professional Reasons, Transitional Period, and to Get Away/Seeking New Experience. The majority of responses alluded to professional factors, such as research prospects with Australian colleagues.

Over two-thirds of the respondents discussed their plans with departmental colleagues prior to applying for the Fulbright, and more than half described the reactions they received as enthusiastic and/or positive. An almost equal number of respondents, however, met more neutral or casual reactions. Almost all of the Fulbrighters noted that their institutions were supportive of their Fulbright and described how this support was manifested.

Although a formal orientation program is not offered to Fulbrighters en route to Australia, professors prepared themselves for the trip by reading about the country and communicating with colleagues in Australia. Having "help from

the other end" is considered by most respondents to be a critical factor in preparing for a productive Fulbright experience. Although the Fulbright office does provide grantees with an information packet, this material was not uniformly appreciated by all respondents. While a formal orientation program does not seem warranted, greater input might be sought from former grantees as to what types of information are most helpful.

Process Variables

This study also examined professors' actual experiences during and after their sojourns to Australia. Some of the key process variables considered involved the Fulbrighter's communication with his or her home department while in Australia; collaboration with Australian scholars; positive and negative experiences; and encounters with the Australian Fulbright office.

Fulbrighters communicated with their departments at home by various means, although the most frequent form of communication was through the mail. Over two-thirds of the respondents were in contact with home departments at least once a month, about a third reported at least weekly communication. Although a few professors valued frequent communication, several professors wished for less frequent contact because they viewed their sojourns as opportunities to absent themselves from regular departmental concerns and

obligations. Previous research, particularly on repatriating corporate employees, has suggested that periodic communication with the home organization may ease the transition back home. This advice appears to hold true for returning scholars as well.

Collaboration with Australian scholars was seen as the key benefit of the Fulbright award, and the Australian colleagues encountered were described in highly complimentary terms. Respondents also commended the Fulbright office for allowing travel opportunities throughout the country which allowed them to meet Australian colleagues outside of their host institutions. The extent of collaborative efforts with Australian scholars met during the Fulbright year is impressive. Joint ventures are described in the professors' American Grantee Reports and confirmed in the publication listings of curriculum vitae.

Respondents were asked to recount both the positive and negative experiences they remembered from their trips. The most frequently mentioned positive academic experience was the opportunity to travel throughout Australia to present research at a number of universities, and the coinciding possibility for meeting Australian scholars at other institutions. Another positive experience which was cited by several professors centered on the professional reception Fulbrighters encountered while on their leaves. For the most part, the negative experiences that were reported were individual-

specific. However, financial strains were experienced by some, and a few others found their reception by either their host institution or the Australian Fulbright office to be less than what they had expected.

In a separate question, professors were asked more specifically about their encounters with the Fulbright office in Australia. Those who had more than minimal contact with this office most often commented on how helpful and cordial staff members were. The timeliness of stipend checks and the extensive promotion of their visits were courtesies also particularly appreciated by visiting professors. Scattered criticisms appeared; in particular, some professors had assumed that the Fulbright office would aid grantees in finding housing. Another group suggested more, or more pertinent, orientation materials. Overall, however, American Fulbrighters were very satisfied with their dealings with the Australian Fulbright Commission.

Outcome Variables

The final category of variables examined in this study related to tangible and perceived outcomes of the Fulbright award. To analyze these factors, professors were asked, for example, about their feelings associated with returning home; whether they felt a sense of completion; the opportunities they had to share their Fulbright experiences; and their satisfaction with institutional recognition by their home

institutions. Professors were also asked to offer recommendations to others embarking on a Fulbright leave.

An almost equal number of respondents felt either negatively about their return, or had mixed feelings; few Fulbrighters were entirely enthusiastic about the prospect of returning to their departments at home. A frequent complaint, was that they hadn't had enough time; they wished they could have stayed longer in Australia. Professors who were less than keen about returning home most frequently alluded to the prospect of coming back to boring, daily duties, and a concurrent loss of freedom to pursue their research interests.

Debriefing, in any form, at the conclusion of the Fulbright leave was an exception. However, the few professors who had the opportunity to discuss their experiences in detail, appreciated it. Most professors reported only informal conversations with their department heads or chairs when they returned; however, the filing of obligatory institutional leave reports was quite common. The debriefing aspect of the Fulbright experience appears inadequate, but remediable. It is recommended, by the researcher, that post-sojourn conferences become incorporated into the Fulbright agenda.

About half of the respondents commented that they did not feel that they had reached closure on their Fulbright, and many were not sure that they wanted to. These professors were glad to be in situations where they were continuing

collaborative efforts with Australian colleagues. Writing some sort of final report, either for the Fulbright office, or for their home institution, helped a handful of professors to achieve closure on their leaves, while others mentioned publishing articles, presenting papers, or giving talks as being particularly helpful in capping off their Australian experience.

The most frequent response Fulbrighters gave to a question regarding the impact the grant had on their professional lives, related to modifications in research objectives. The Fulbright was perceived as a learning experience by all of the participants interviewed, and virtually all of the professors felt they came back with new knowledge. Professors also commented that the Fulbright allowed them to learn new techniques, accumulate new knowledge which aided them in their research and/or teaching, or helped them to rethink their work priorities. Several professors also mentioned that they were now determined to travel more.

A common theme in response to a question regarding what Fulbrighters missed the most in leaving Australia had to do with giving up the freedom the leave had afforded these scholars. Returned Fulbrighters also missed the academic culture in Australian universities, specifically the slower pace, less stress, and stronger sense of collegiality.

Although most of the Fulbrighters interviewed for this study remembered that their Fulbright was announced in the

campus press, the majority of these professors felt that they were not given adequate recognition by their home institutions. Few professors reported that the award helped them in a promotion or tenure decision, although it should be remembered that many of the professors interviewed had already achieved full professor status prior to receiving the award. Institutional recognition has been afforded a significant amount of attention in previous studies. The ramifications of this issue will be considered further in the reexamination of the research questions that follows.

Most professors reported that things were as they expected them to be when they returned to their departments at home, and felt that they hadn't missed much while away. However, more than a few comments indicated that professors wished that certain things, related to their university's bureaucracy, had changed. Changes that had occurred in professors' absences were primarily shifts in departmental personnel, but also included political maneuvering, and changes in the university hierarchy.

Over two-thirds of the respondents believe that readjusting to one's home culture is a relatively automatic process, and subsequently, very few professors said that they felt any need to prepare for their return home. Although a few professors discussed assorted hassles and miscellaneous details, in general, there was little concern about difficulties in returning to American life and university work

roles. Again, professors pointed out the many similarities between the United States and Australia which they assumed would ease the transition. Other professors claimed they were too busy to worry, but a handful wished they had done more to prepare themselves for returning.

Almost two-thirds of the interviewees reported some "up" or "down" periods after returning from their Fulbright. Although many commented that they were happy to return to family and friends, most of the respondents who reported feelings of dejection gave work-related reasons such as missing the freedom they had, or being immediately overwhelmed by work demands upon returning to their departments. Although the majority of professors responded that they did not feel out of place when they returned to their departments, more than a few respondents did acknowledge feeling at least somewhat displaced.

Most Fulbrighters changed their perceptions of the United States, in general, and many had new insights about their institutions, their colleagues, and American students. The United States appeared gluttonous to some, while others noted that Australians were more international-minded than Americans.

Professors described a host of similarities and differences between their home and host institutions, and while there was no general consensus about these features, there was frequent mention of greater collegiality displayed

in Australian departments.

In the extreme cases, some faculty reported feeling "back in the swing of things" at work almost instantaneously, while others weren't sure they had fully readapted to date. Just about as many professors felt they were immediately readjusted as those for whom the process took at least a month. Regardless, all but a few respondents recalled that they plunged back into their work, as opposed to easing back in, although many did so under compulsion, rather than by personal preference.

About half of the Fulbrighters did not associate any professional costs with their leaves. Those who did report some loss, most commonly related it to their research, e.g., needing to "catch up," or energize a research group. The most frequently mentioned professional benefit had to do with the academic contacts made in Australia. Other gains were associated with knowledge and learning, increased research output, and learning about another system of higher education. The prestige of the Fulbright was mentioned as an important professional benefit by several respondents.

Over half of the respondents felt unsure that the Fulbright had helped their professional reputations. Some professors explained that they already had achieved high status in their disciplines prior to the Fulbright award, while others indicated that a Fulbright award was not an important honor in their fields. It is apparent that the

Fulbright was not pursued for career enhancement by many of this study's respondents.

Over two-thirds of the Fulbrighters interviewed said that they had the opportunity to share their overseas experiences with various groups; most of these were invited talks which took the form of seminars or "brown bag" lunches within the department. Just less than half of the professors reported that there was a good deal of interest from students and colleagues at their home institutions. More frequently, returned Fulbrighters found minimal interest which was often attributed to the fact that travel was commonplace at their universities, and that colleagues were busy with their own undertakings. Although this perceived lack of interest was in line with the expectations of some of the respondents, others expressed disappointment. Clearly, increased and encouraged opportunities for sharing the Fulbright experience with the campus community would be appreciated by returnees.

Virtually all of the professors stated that they would apply for another Fulbright grant, although there was some confusion as to subsequent eligibility. While most of the Fulbrighters contend that they had chosen the right time in their personal and/or professional lives for their leave to Australia, a handful wished they had done so earlier.

Few professors kept personal journals to document their Australian experiences, but all were required to submit final reports to the Fulbright office, and many had to submit leave

reports to their home institutions as well. While the scientists in the group maintained detailed field notes, a few professors also described less traditional forms of recording their experiences. It seems clear that some sort of record keeping is valuable for the preparation of final reports or future presentations.

About a third of the professors had been back to Australia since their Fulbright, or had a return trip planned for the near future. Those who had already returned to Australia, did so for professional meetings, job interviews, or to continue research collaborations.

Surprisingly, many professors were unsure whether they were members of the Fulbright Alumni Association, and only about a third of the respondents were certain they had joined. Nevertheless, Fulbrighters commented that they would be willing to help others who were applying for a leave, especially if that person were planning a trip to Australia and/or was in their field. The Fulbright Alumni Association may find this information worthwhile.

Although many of the professors interviewed would maintain that they had no transitional problems associated with re-entry, other Fulbrighters offered comments that would support previous research, i.e., that certain factors may contribute to easing the transition. Professors with previous travel experience, those returning to a secure work role, and those who quickly become involved in a project upon return,

may have fewer problems in making the readjustment to their departments at home. Among the suggestions offered by interviewees for easing re-entry were: to think in positive terms about returning; to consider making some changes; to plan and try to anticipate surprises; to discuss the trip with friends, or plan a presentation; to plunge into work; or, alternatively, to take some time to digest the experience.

Finally, respondents would advise others considering a Fulbright to: make pre-departure connections with colleagues in the host country; try to be flexible in order to ease adaptation to the host country; read and learn as much about the host country as possible; plan a full year sojourn, if it is feasible; keep informed of departmental/institutional changes; and maintain careful records on overseas financial expenditures.

Conclusions: Answering the Research Questions

This section relates the results of the study to the seven major research questions presented in Chapter I. These questions addressed: the demographic characteristics of faculty Fulbrighters to Australia; how selected background variables relate to re-entry experiences; the transitional issues confronting re-entering Fulbright scholars; whether professors from supportive institutions experience easier re-entry transitions; the extent that the reality of returning

home matched sojourners' expectations; the utilization and/or recognition of returning scholars by their home institutions; and post-sojourn activities that Fulbright alumni recommend.

It is evident from the idiosyncratic responses cited in the previous chapter that there is a great amount of variance on most of the issues involved. This diversity in reactions makes it rather difficult to draw general conclusions; there is little to demonstrate that particular causal factors can foretell re-entry problems.

Demographic and Background Variables

A demographic description of the respondents in this study reveals that the majority of these former Fulbrighters to Australia are male, tenured professors with long publication records. Most of these professors are firmly established in public research universities where they have been employed for many years. The sample of Fulbrighters interviewed for this study is representative of the population of professors who have received Fulbright awards to Australia in the last five years.

One objective of this study was to determine if selected background variables of former Fulbright participants (e.g. academic rank, discipline, previous overseas travel/teaching experience, type of Fulbright assignment - teaching, research, or a combination) related to their re-entry experiences. For example, previous research (Gullahorn & Gullahorn, 1963) has

suggested that it may be easier for established professors to re-enter their home institutions after an academic sojourn.

It should be mentioned again that professors were not asked outright whether they had re-entry problems; to do so, the researcher most assuredly would have encountered unequivocal denials. Alternatively, interview transcripts were analyzed for particular complaints and other indicators of re-entry frustration.

Of the twelve professors whose comments alluded to re-entry concerns, five were full professors, six were associate professors, and one was an assistant professor at the time of the grant. Thus, faculty at the lower end of the faculty rank structure were much more likely than full professors to state re-entry concerns. All but one of these professors had long tenures at their home institutions at the time of the award, and therefore would be considered "established" by the Gullahorns' definition. Like the majority of the sample, most of these professors had a research-only grant. Only two had study abroad experiences as students; for all but three, this was their first trip to Australia; and four of the twelve suggested that they did not have much international travel experience prior to the Fulbright. Ten of these twelve professors traveled with their families.

In comparing the background characteristics of these Fulbrighters with the larger sample, no apparent differences were revealed which might have predicted whether they would

experience any degree of difficulty upon return.

Re-entry Transitional Issues

This study also sought to understand what kinds of transitional issues confront re-entering Fulbright scholars. Respondents who experienced stress upon re-entry described a variety of situations which made returning to the home institution seem like a less than ideal experience.

Many of the difficulties reported could be described as intrapersonal; those professors who articulated feelings of "post-sabbatical depression" would be included in this group. Some professors, upon returning home, experienced a lack of direction and motivation. Others described a more general feeling of being unsettled, unorganized, and disoriented.

Several professors mentioned that they had been out of touch with campus events while they were in Australia, and subsequently weren't clued in as to what to expect. Professors who reported feeling "ostracized" or "like a fifth wheel" when they returned, remember that it took them some time to feel reintegrated into their departments. Some of this re-entry befuddlement may have been avoided if the sojourner had had more communication with their home department, i.e., if they were kept apprised of changes as they were occurring.

The return to routine responsibilities was, in itself, a major transition for some Fulbrighters. The predominant

complaint among respondents was that they immediately lost the sense of freedom that they had become accustomed to as a visitor at another institution. The time spent in Australia was viewed as offering opportunities to learn and meet people. Professors contrasted the usual chaos they encountered when they returned to their departments with the hectic, but exciting, lifestyle of traveling across Australia to deliver invited lectures.

A related and recurring complaint among this group of Fulbright alumni was that they felt "swamped" when they returned to their departments. Some were greeted by heavy teaching loads, unexpected course assignments, piles of mail, and no time to sort through the materials they had brought back from Australia. A few professors recalled that they felt so overwhelmed by the onslaught of routine obligations, that the Australian experience took on dreamlike qualities; it seemed more like an illusion. Some professors blamed themselves for not being "prepared" for the realities of returning to their departments. Others attributed their feelings of turmoil to taking on too much too quickly. Regardless of whom professors might blame for making their transition back into their departments so jarring, the majority of the respondents clearly felt that there was nothing they could do to check the inevitable onslaught of academic and para-academic demands.

Another transitional stressor pertains to the sometimes

negligible recognition Fulbrighters receive from their home institutions. Of those Fulbrighters who did have some re-entry problems, and even some of those who maintain that they had **no** difficulties, acknowledgment of the Fulbrighter and his or her experiences is often less than what the returnee had expected. For example, the casual response their Fulbright awards garnered at their home institutions was often contrasted to the respect and interest they had received throughout Australia. There is also a marked difference between those professors who had the opportunity to share their Fulbright experiences within their academic communities when they returned home and those who did not seek out such opportunities because they assumed disinterest on the part of their well-traveled colleagues.

Clearly, the "standard blurb" announcing a faculty member's Fulbright award is insufficient recognition for most faculty; institutional acknowledgement appears to be an issue for both faculty who described re-entry problems, and those who did not. Additionally, self-initiated or invited occasions to deliver presentations, seminars, and/or guest lectures provide another outlet for achieving closure on the overseas experience.

In response to this research question, a wide range of transitional issues were reported. These concerns included varying degrees of post-sojourn "depression;" feelings of displacement once back in the home department; facing routine

responsibilities, and a concurrent lack of freedom; and disappointment resulting from collegial disinterest and/or minor institutional recognition.

Institutional Support

The considerations of institutional recognition are subsumed within the larger issue of institutional support. Another research question was concerned with whether Fulbright professors who perceive their institutions as being supportive of academic sojourns report easier re-entry transitions.

Professors discussed both pre-application and post-leave indicators of institutional endorsement. Respondents were specifically asked about the reaction they had received when they announced that they had won the award, and whether they thought that their institutions were supportive, neutral, or against faculty pursuing Fulbright leaves.

Most professors discussed their plans to apply for the Fulbright with their department head and/or colleagues prior to applying. Of this group, many reported being referred to others on campus who had previously won awards. The suggestions received from these past recipients were most frequently deemed to be very beneficial.

Respondents were about equally divided in describing the reactions they received when they announced their Fulbright award; about half characterized enthusiastic and/or positive responses, while others encountered more casual or neutral

reactions from department peers. Those who recounted helpfulness, remembered that their teaching schedules were accommodated, or that some flexibility was given regarding the timing of the leave. Some of the professors in this category were regarded as simply taking their scheduled sabbatical, while some of these faculty were from universities where Fulbright awards were fairly commonplace and, perhaps, somewhat taken for granted.

Almost all of the respondents described their institutions as being supportive of faculty pursuing Fulbright awards; some discussed campus cultures which fostered faculty development, and others described more discernible features. In the pre-award stage, support was demonstrated by institutions which made available application materials, offered periodic workshops in grant writing, or provided information about past Fulbright recipients who could be contacted for assistance. Institutional backing in the post-award stage often referred to tangibles such as financial support through the payment of partial salary, and the publicizing of the award, to more symbolic gestures such as notes of congratulations from the president, or being asked to lead a workshop designed to help others interested in applying for a Fulbright grant.

Of the twelve professors who indicated some degree of transitional difficulty associated with returning to their home institutions, an interesting assortment of responses was

given to the questions about departmental and institutional support.

Four professors in this group commented that they really didn't discuss their plans prior to applying for the award. One was a sabbaticant who admitted that his main motivation for applying for the Fulbright award was to secure additional funding for his leave. He had also applied for, and received, a National Science Foundation grant, and he received one hundred percent of his salary in taking a one semester leave. This professor only discussed his intentions with his chair for the purposes of securing a letter of reference. As for the rest of the application process, this obviously proficient grant writer did not feel he needed any assistance. He commented, "Pretty much I did it on my own."

Another professor, who did not deem it necessary to discuss his plans prior to applying, had been told that he could not take a Fulbright award he had been granted the previous year; his belief was that, "They couldn't say no again."

In discussing the level of support within the department, most of the professors in this group described colleagues, department heads, and deans as being very supportive in terms of accommodating course schedules, writing letters of reference, and offering encouragement. Oddly, one professor, who characterized his department head and dean as "very supportive," said that they both told him that "it would be a

long shot," but that he should "go for it" anyway.

Of those who described less supportive colleagues, one professor, who works in a university which typically has half a dozen Fulbright recipients a year, offered that they were "supportive in their way...in that they didn't make trouble." Another professor, also at an institution that normally has a large group of Fulbright awardees, described "no great excitement" among her peers, "Lots of them had had Fulbrights or had applied for a Fulbright."

In terms of the overall level of institutional supportiveness for Fulbright pursuers, there is some divergence in the type of responses given by those who later discussed re-entry problems, and those who did not. Those who did not report any difficulties, seemed more convinced of their institutions' encouragement, and were more specific in providing evidence of this support. Although the group of respondents who discussed re-entry problems also allowed that their institutions were "supportive," several qualified their answers.

At one extreme, one professor wasn't even certain that his institution knew that he was gone. He said, "I don't think they pay much attention to that around here. It just kind of slipped by unnoticed for the most part...It's kind of strange that they didn't make more of it, but that's just the way things are."

Another professor, who described his university as

"mildly supportive," explained that the policy on Fulbright awards, at the time of his leave, made him return his sabbatical money, which resulted in a fifty percent reduction in his salary. A new policy offering supplemental funding has since been implemented.

One professor doubted that his institution was doing all that it could to prompt professors to apply for Fulbright grants; he described a level of support that was positive, but "not necessarily enthusiastic." While the receipt of circulated Fulbright materials might be enough to encourage some, he is less certain that it is likely to inspire most faculty.

Finally, one professor, who was away on another leave when he began his application for the Fulbright, described a rather unique situation. He had worked for an institution which he described as "an interesting place." "They have high aspirations for a very small school. One of the ways that they seem to keep people there...is to be really encouraging and support going on leave." Consequently, he had taken four leaves in seven years. Despite this liberal institutional policy, however, this professor has moved on to a larger research institution.

In general, it appears that those professors who reported effortless re-entry transitions perceived greater interest on the part of departmental colleagues, and described more indicators of supportiveness from their institutions, than

those professors who reported difficulties.

Was Returning Home as Fulbrighters Expected it Would be?

To what extent do returnees recount that the reality of their returning home matched their expectations? Only three professors responded that things were not as they expected them to be when they returned to their home institutions. This question offered another opportunity for the cosmopolitan traveler/professor to articulate his/her nonchalance. "Were things as you expected them to be?" professors were asked. "Oh sure...No change at all." Especially among those who took a six month leave, a typical response was, "We were only gone one semester," a comment which assumes that a semester is too short a period for anything to occur in the slow moving world of academia. Shifts in departmental or administrative personnel, which were the most mentioned changes which had occurred, seemed to be expected.

Also in response to this question, professors who mentioned that they had kept in "fairly close" or "constant" contact with their departments indicated that this helped them to prepare themselves for events that had occurred in their absence. These comments confirm the previously cited literature on overseas employees (Black, 1991; Harvey 1982, 1991; Kendall, 1981) which recommends providing sojourners with frequent communication to keep these individuals up-to-date. It should be noted, however, that regular contact with

the home department did not hinder the amount of administrative work which the grantee faced upon returning; this inundation appeared to surprise the majority of returnees.

Only one professor felt he had a re-entry problem as a direct result of changes that had occurred while he was away. Upon returning, he discovered that things had changed politically in his department during his absence. He seemed hurt that his input was not considered or solicited, but oddly reassured that this type of slighting is unexceptional. He commented,

> I didn't feel as positive about some of my colleagues as I did when I left...But lots of times things happen when you're away and the parties involved don't think about what would the person feels, what their input would be if they were here. So, that was one kind of negative thing and I think that happens kind of frequently when people leave on sabbatical. I don't think that's uncommon.

Many professors were not expecting to be **quite** so overwhelmed by either work or "administrivia" from the moment they returned to their offices. Others returnees recall feeling somewhat surprised to find that their labs were in disarray, or to see the extent that their research group had slacked off without their vigilance.

Some respondents had not anticipated their feelings of ambivalence related to returning home, the amount of displacement they felt once back in their departments, or the almost instantaneous nostalgia they felt for Australia.

Of those who described feelings of "post-leave

depression," most had heard of such things happening to others, but few had expected it to affect them. Some respondents found themselves and their spouses missing the beauty of the country, the friends they had met, and the more relaxed pace of life. One professor remarked that he had a heightened sense of the provincialism of his home university; he had forgotten just how insular it was in his department. Others noticed the lack of collegiality at their own institutions and longed for the opportunities for informal interactions with peers they had had in Australia.

Finally, the issue of peer recognition reemerged pertaining to whether colleagues were as interested, as the Fulbrighters had expected them to be, in hearing about their Australian experiences. While ten professors found the degree of interest for which they hoped for and anticipated, the rest of the respondents either expected little interest, or were surprised at just how detached their colleagues were. Whether their inadequate reception was expected, or not, it is lamentable to hear professors comment,

> I'm not one who has a lot of false delusions about things like that. I'm generally able to have a pretty good sense of how interested people are going to be. Anyway, they weren't. Academically, there wasn't a lot of interest, and I didn't expect much. Everybody's busy with their own things, you know.

If Fulbrighters were advised to think about returning to their home institutions and to confront their expectations about what they are likely to encounter, perhaps they might be better prepared for what awaits them.

"Using" Returned Fulbrighters

In what ways are Fulbrighters' overseas experiences utilized and/or recognized by their home institutions and their discipline? Are Fulbright alumni, in fact, the great "untapped resource" that Fulbright researchers have claimed that they are (Dudden, 1978; Rose, 1976)?

Colleges and universities often grant leaves for the benefit of the institution. The goal is not only to rejuvenate faculty who may then be able to list additional publications on their curriculum vitae; administrators expect their institutions to reap the benefits of these sojourns in other ways (Hay & Maxwell, 1984; Toner & Backman, 1980). Yet, there appears little to meet these objectives. The extent of "sharing" what they have learned with other colleagues and students at the home institution is far less typical than one would expect; what most faculty experience is a "rather casual institutional response" (Jarecky & Sandifer, 1986). Many faculty wait to be invited to present their research findings or leave experiences, and assume a lack of interest on the part of the campus community. Often those who do share their Fulbright experience, only do so within the enclaves of their department, or share only their gains in knowledge. Many faculty still seemed eager to discuss their Fulbright experiences with the researcher years after the leave.

As evidenced by interviewee comments, institutional recognition often amounts to little more than the "standard

blurb" in the campus newspaper, and obligatory leave reports that are ineffectually filed away for posterity. Wherein lies the potential benefits to the home institution under such circumstances? Institutions might be advised to examine the leave program at the University of the Pacific described by Rice (1983). Post-leave reporting and dissemination appear to be vital mechanisms for institutions interested in taking better advantage of scholars returning from off-campus assignments.

Most respondents were uncertain as to whether the Fulbright award had enhanced their standing within their professional discipline, or were certain that it had not. It was very obvious, not only from these professors' comments, but also from their impressive curriculum vitae, that, for many, the Fulbright was just another detail on a long list of grants and awards. As a result of research conducted during the Fulbright leave, these professors would have additional publications and presentations to add to their vitae, and many said that the experience had helped them to refocus their research objectives, but most of the professors interviewed did not seem to consider this factor in responding to this question. More frequently, these professors, most of whom were senior scholars, remarked that they didn't **need** the Fulbright to further their careers or enhance their reputations, and several professors either said that the Fulbright was unimportant in their disciplines or less

prestigious than other awards. At least for this sample of grantees, the Fulbright award was seldom sought for its renown, or what it might do for the professor's reputation; it is more commonly pursued as just another means of funding one's research activities.

Unlike the respondents in Riegel's study (1953), the current group of interviewees did not report frustration from an inability to apply the knowledge and experience gained overseas. While some respondents profess to be applying some of the knowledge they acquired within their classes, most were using all they had gained to advance their research endeavors. Thus, gains in knowledge and personal growth resulting from the Fulbright sojourn seem largely personal.

Conclusively, better "use" could be made of returning Fulbrighters. It is evident from the responses received that most professors enjoy sharing their experiences when they get the opportunity to do so. It is unfortunate that few institutions take full advantage of this willingness.

Easing Re-entry

Is "necessity the mother of invention," as one respondent suggested, when asked what worked for him in making the transition back to his home institution? According to most of those interviewed, there was simply no problem returning; they simply charged right back to work and resumed their routine responsibilities. For a good many, this was all that was

required for re-entry after the Fulbright leave. It is noteworthy, however, that the option to ease back into work and assimilate the experience, an ideal suggested by Stitsworth (1989), does not appear to be a readily available alternative. Although advising others to plunge back into work might seem to lack luster, becoming immediately involved in work upon return was also found useful in abating feelings of isolation and alienation for the returnees in earlier studies (Gullahorn & Gullahorn, 1963).

This study also confirmed the Gullahorns' finding that it is relatively easier to return to a work situation in which you feel relatively established and secure. As it has been noted, virtually all of the professors interviewed for this study were tenured and were returning to a familiar, assured niche. This may be the most differentiating factor in explaining why the majority of the respondents in this study did not experience the severity of re-entry difficulties which have been documented for returning students and repatriating employees.

Achieving closure on the sojourn seems to be as important for some as it isn't for others. A sense of completion was often realized by concluding the work they had set out to accomplish in Australia and publishing the resulting research findings. Other professors found writing final reports to be helpful, even if they realized that these documents were, in most cases, merely a formality. Sharing the knowledge and

experiences gained during the Fulbright experience through formal and informal presentations is another way to cap off the experience.

Notably, about half of the professors circumvented some of the stress that accompanies the sudden impact of returning to their departments by forestalling closure and continuing their collaborative work with colleagues in Australia. For these professors, there seems to be comfort in the realization that, "It's not over."

What Was Learned From This Study?

Although this study does not provide definitive substantiation for the Gullahorns' (1963) "W-curve" hypothesis, other tangential data did emerge. This section highlights twelve key findings on re-entering Fulbrighters.

.Fulbrighters who are well-established at their home institutions are less likely to report re-entry problems.

.Of those professors who had re-entry difficulties, some discuss depression-like features upon return.

.Those professors who described "post-sojourn depression," were often surprised by its occurrence.

.A major transitional complaint is related to returning to routine responsibilities and a sense of losing freedom.

.Feeling "swamped" by work upon return is a common objection.

.Professors receive more recognition for being Fulbright

recipients in Australia than they do at their home institutions.

.Fulbright alumni who do not report re-entry difficulties seem more convinced of collegial interest and institutional support for returning Fulbright Scholars.

.Returning Fulbrighters appreciate the opportunity to discuss their overseas experiences and research gains.

.Most faculty believe that their colleagues are too busy to hear about their Fulbright experiences.

.The requirement to file a post-leave report at the home institution is typical.

.Faculty tend to plunge back into work after a Fulbright leave.

.Achieving a sense of closure appears to be unnecessary for most Fulbrighters; many professors are satisfied that their collaborative efforts are ongoing.

Recommendations

Policy Considerations

There are several explicit and uncomplicated ways to facilitate re-entry for returning Fulbright professors. There are prescriptive measures that can be self-administered by returnees. Also, there are some practices that can be tried by the Fulbright offices both here and abroad. Other strategies can be undertaken by the colleges and universities.

Fulbrighters can prepare themselves for returning home and readjusting to their former academic routines. With the ease of communication between most countries and the rapidity of change even in academia, professors would be wise to maintain contact with a departmental colleague while they are away. Although keeping some distance from the home department may have its appeal, it seems better to remain informed so as to avoid unpleasant surprises. Professors can also ready themselves for their returns by keeping an account of their accomplishments, reflections, and interesting encounters. Initiating a presentation of Fulbright experiences appears to have helped many of the professors interviewed in this study.

Returning Fulbrighters might want to consider taking at least a brief vacation to separate the academic sojourn from the academic avalanche that most professors seem to experience after a Fulbright leave.

Perhaps the re-entry issue for returning Fulbrighters can remain a relatively minor concern if awardees continue to be primarily well-traveled, goal-oriented scholars, but one must wonder whether the purposes of the current applicant pool have much to do with the original intent of the Fulbright Exchange program. How is the goal of increased international understanding being met?

Those who administer the Fulbright program might consider addressing the re-entry transition to the same extent that they attend to orientation issues. Returning Fulbrighters

might be alerted to some of the unexpected symptoms of "reverse culture shock" and offered advice for dealing with these typical and fleeting feelings.

Some discussion of the Fulbrighter's experiences and a personal follow-up to the awardee's evaluation of his or her leave might serve several purposes. It is likely that more in-depth feedback could be obtained in this way; the individual could gain some degree of closure on the experience; and the Commission's concern could be better communicated to the visiting scholar.

Greater "use" could be made of Fulbright alumni by the Fulbright program. Once back in their home institutions, returnees can promote Fulbright opportunities, and advise future applicants and awardees. Also, the Fulbright Alumni Association should reconsider its membership procedures since it is apparent that many former grantees are unfamiliar with the organization.

Much has been written in this dissertation concerning institutional support and recognition of faculty pursuing Fulbrights. Colleges and universities can help returning professors while educating the campus community. Fulbrighters return to their home institutions brimming with information and experiences and often find insufficient outlets for sharing. Faculty should be recognized for the honor of being selected into the Fulbright program and drawn upon for the skills and knowledge they have brought back. Offering

presentations both inside and outside the professor's department would not only give recognition to the scholar, but might also promote the ideal of global learning among the university's constituents.

Recommendations for Further Research

Conducting the interviews for this dissertation provoked apprehension in the researcher after the first few interviews; it seemed that these professors had somehow managed to elude re-entry difficulties altogether. Some professors discounted the notion of readjustment problems outright.

Under these circumstances it was often difficult to pursue certain questions for fear that one respondent, or another, would balk and end the interview abruptly. As the interviews progressed, however, and the professors were given the opportunity to discuss, at length, their enjoyment of the leave and the positive outcomes of the Fulbright, details emerged which proved that returning to the home institution was not always as effortless as it originally had seemed.

There are various pros and cons associated with the methodological approach used in this study. One limitation relates to the post-hoc, retrospective design. Future research might consider utilizing a pre- and post-re-entry strategy which might, for example, be better for detecting re-entry expectations.

Another limitation of this study may be related to the

specific questions asked of respondents, or the phrasing of questions. Perhaps questions drawing on existing studies of internation understanding should be included in future studies. Also, it is possible that more direct questions would be helpful especially when endeavoring to gain information on specific phases or stages of the re-entry process.

It is quite conceivable that this group of professors had fewer problems than other groups might because they were well-traveled, well-respected, and secure in their positions, or because they traveled to a country where the people think favorably of Americans. A larger, more heterogeneous sample would be recommended for future studies.

A methodological strength of this study is that the questions were theory-driven, i.e., they were directly derived from previous studies on leaves, Fulbright exchanges, and re-entry. Furthermore, this study benefitted from the utilization of the systems approach. This allowed for an analysis of various input, process, and outcome variables and an examination of how these factors might relate to the re-entry transition.

The qualitative nature of this study provided a richness of information from people which might not have been achieved asking close-ended questions or using quantitative methods. This approach proved to be appropriate for this type of exploratory research.

Future research might concentrate on the re-entry concerns encountered by other groups of professors including: Fulbrighters to less similar destinations, junior level faculty, or women and minority sojourners. It is possible that these groups might have very different experiences returning to their home institutions. Additionally, it would be provocative to discover how others in the department feel about a colleague who is away on a leave, or to determine by what means administrators assess and compare the institutional benefits accruing from faculty returning from sabbaticals and other types of leaves.

Further research on Fulbright leaves, in general, is suggested. From this researcher's perspective, it would be interesting to study how professors who sojourn to the United States view re-entry to their home institutions.

Given the emphasis on professional benefits accruing to individual professors, which was evidenced in this study, it might be a suitable time to re-examine the extent to which the original goals, suggested by Senator Fulbright, are being fulfilled by this generation of Fulbrighters scholars.

This study has presented some of the problems that faculty members encounter following even the most successful Fulbright sojourn to a country as similar to the United States as Australia appears to be. While the Fulbright experiences for this entire group of respondents could accurately be described as overwhelmingly gratifying and productive, this

analysis has confirmed that these sojourns are not without problems. This study sought to reveal the transitional stressors faced by returning faculty and to determine how these concerns might be ameliorated.

In conclusion, it is suggested that the notion of re-entry needs to be recast, at least for faculty sojourners. The literature is based on the notion that the Fulbright leave is a period of discontinuity. While this may have been the case for professors examined in earlier studies, the well-established, "global academic" depicted in this study does not experience any significant discontinuity in going abroad. They are not re-entering as much as merely returning. This interpretation may be useful for further research on academic exchanges.

APPENDIX A. --Interview Protocol

1. Were the actual dates of your exchange

   _____ to _____?

   Month/Year Month/Year

2. Your academic discipline is _____?
3. At the time of your Fulbright, your faculty rank was

   _____ professor?
4. [You currently work at (college/university's name)?]
5. How long have you worked there?
6. Were you employed at another college or university before this? (If yes, where and for how long?)
7. [Are you currently working at the same college/university as you were at the time of your Fulbright grant?]
8. In Australia, you were based at _____ University?
9. What was your primary responsibility at the host college/university?

   ___Teaching ___Research ___Other
10. Was this your first trip to Australia?
11. Did any family members accompany you on this trip?
12. Did you have a study abroad experience as a student?

APPENDIX A. --Continued

13. Have you previously been a Fulbright recipient? (If yes, to which country and for how long?)
14. How did your previous travel experiences help to prepare you for going on the Fulbright or your expectations about returning home?
15. What factors helped you decide to apply for a Fulbright grant at this point in your career? Why did you choose Australia?
16. Did you discuss your plans to apply for a Fulbright grant with your chair or other colleagues prior to applying? If so, how did they react? If not, how did they react upon hearing about your impending trip?
17. Would you describe your institution as being supportive, neutral, or against faculty pursuing a Fulbright exchange? What would be some evidence of that?
18. Was there any formal orientation program or anything that you did to prepare yourself for the Fulbright?
19. While on your Fulbright, how did you maintain contact with your department at home? How often? With whom?

APPENDIX A. --Continued

20. While you were on your Fulbright, did you collaborate with scholars in your field from Australia? (If yes, what were some of the benefits of your collaboration?)
21. How have you continued to maintain contact with your colleagues in Australia?
22. Did you have any particularly positive or negative experiences while on your Fulbright?
23. What kinds of contact did you have with the Fulbright office in Australia? Was it helpful? Is there anything more they could have done to make things easier for you?
24. Were you looking forward to returning to your department and your usual routine? What were some of your expectations about returning? Did you expect any difficulties or advantages?
25. What was most difficult about returning home?
26. Was there any debriefing provided? (If yes, who provided it? If not, would a debriefing have been helpful to you?)
27. Did you talk to your chair or dean about your Fulbright experience after you returned home?

APPENDIX A. --Continued

28. How did you gain a sense of closure on your Fulbright leave?
29. Did your aspirations or career plans change in any way as a result of your Fulbright leave?
30. Upon returning home, what did you miss most about working overseas?
31. Did you develop any new knowledge/skills as a result of your Fulbright (either for your teaching, scholarly work, or administrative suggestions)?
32. In what ways has your institution recognized your new skills?
33. When you returned to your home institution, were things as you had expected them to be?
34. What kinds of departmental/institutional changes had occurred while you were away? Did you feel like you missed much?
35. How did you prepare yourself for coming back and re-adjusting to American life and your work role?
36. Did you think, prior to your return, or do you now think that readjustment to one's home culture is a relatively automatic process?

APPENDIX A. --Continued

37. What were some of the "up" and "down" periods that you recall about returning home?
38. Did you feel somewhat out-of-place when you returned to the U.S. and your college or university?
39. How did your perceptions about life in the U.S. change as a result of your spending time in Australia? Your perceptions of your colleagues? Your institution? Students at your institution?
40. How long did it take for you to feel back into "the swing of things?"
41. Would you say that you plunged right back into work or eased back in?
42. What were some of the professional costs and benefits associated with your sojourn?
43. Do you think that your experiences as a Fulbrighter in Australia have enhanced your standing in your professional discipline? (If yes, how?)
44. Did you have the opportunity to share your overseas experiences? With whom? What groups? Who initiated these opportunities?

APPENDIX A. --Continued

45. Were people as interested as interested as you expected in hearing about your trip?
46. Did your friends and colleagues seem sympathetic to your need to re-adjust to being back?
47. Would you be interested in applying for another Fulbright grant in the future?
48. Have your responsibilities changed in any way to reflect your new knowledge?
49. Looking back, was it the "right time" to go? Why?
50. In what ways have you "documented" your experiences?
51. Have you returned to Australia since your Fulbright grant?
52. Are you a member of the Fulbright Alumni Association? What role do think you could play in helping others embarking on a leave?
53. What worked for you in making the transition back to your home institution?
54. If one of your colleagues came to you and said he or she was thinking about a Fulbright, what advice would you give them to make the most of their experience, particularly about their re-entry?

APPENDIX B. --Pilot Cover Letter

February 3, 1992

Dear Professor _____:

I am a doctoral candidate in the field of Higher Education at Loyola University of Chicago. For my dissertation, I have chosen to study the re-entry experiences of American professors who received Fulbright grants during the past five years.

Before I begin the process of interviewing my sample, I want to be sure my interview protocol is clear and addresses the right issues. I'm asking for your help in pilot testing my protocol by allowing me to interview you over the telephone about your personal re-entry experiences and also by providing feedback to me about how I might refine my interview questions. I estimate the interview will last no more than an hour.

For your information, I am enclosing a copy of the interview instrument so that you may consider your responses prior to our interview. I also am including a consent form which will permit me to tape record our conversation for purposes of later analysis.

I will call you in about a week to see whether you are willing to assist me in this pilot study. If so, we can then schedule an appropriate interview time and I would ask that you return the enclosed consent form in the pre-addressed envelope.

Thank you in advance for your assistance.

Sincerely,

(Ms.) Jari Hazard

APPENDIX C. --Consent to Tape Interview

I, _____, hereby allow the researcher, Jari Hazard, to tape record our interview on my Fulbright re-entry experiences. I understand that these recordings will be used to allow the researcher to transcribe our conversation so that my responses may be analyzed for this study. The researcher agrees to destroy the tape after the transcription is made and promises to keep the interviewee's name confidential.

_____ _____

Signature Date

APPENDIX D. --Cover Letter

March 13, 1992

Dear Professor _____:

I am a doctoral candidate in the field of Higher Education at Loyola University of Chicago. For my dissertation, I have chosen to study the re-entry experiences of American professors who received Fulbright grants with the goal of finding ways to improve the re-entry transition for other Fulbrighters. My sample population is those professors who received a Fulbright (of at least six months duration) to Australia in the last five years.

As one of the select number of professors who sojourned in Australia between 1986 and 1991, I am hoping you will agree to take part in my study. Participants will allow the researcher to interview them over the telephone and share their curriculum vitae as well as other sojourn-related documents.

For your information, I am enclosing a copy of the interview instrument so that you may consider your responses prior to our interview. I also am including a consent form which will permit me to tape record our conversation for purposes of later analysis.

I will call you in about a week to see whether you are willing to assist me in this study. If so, we can then schedule an appropriate interview time and I would ask that you return the enclosed consent form in the pre-adddressed envelope.

Thank you in advance for your assistance.

Sincerely,

(Ms.) Jari Hazard

APPENDIX E. --Followup Letter

July 31, 1992

Dear Professor _____:

Thank you so much for the time you spent responding to my interview questions about your Fulbright to Australia. I have listened to the tape and typed a transcript of our conversation.

I am enclosing a copy of the interview transcript for your perusal and encourage you to append any changes or additional comments that you might care to make. You will notice that I have tried to omit any references which might identify you.

At this time, I would like to ask if you might be willing to send me a copy of your C.V. and a copy of your end-of-leave report which you submitted to the Fulbright office. The information in these documents will complement the interview material for my analysis.

Thank you again for assisting me with my dissertation research.

Sincerely,

Jari Hazard

APPENDIX F. --Letter Requesting Additional Consent

October 15, 1992

Dear Professor _____ :

Thank you again for participating in my dissertation research on the experiences of American Fulbrighters to Australia.

To date, I have completed interviews with twenty-five professors and have begun to analyze the interview transcripts. As part of my study, I proposed to include a document analysis of the post-exchange report furnished by the Australian Fulbright Commission.

At this time, I am wondering if you would please send me a signed copy of the enclosed **consent form**. The new Executive Director of the Australian-American Educational Foundation, Mr. John H. Lake, has agreed to share a copy of your report with me upon your consent. Again, I will keep all identifying information confidential.

I am sorry to intrude on your time again, but thank you for your
assistance.

Sincerely,

(Ms.) Jari Hazard

APPENDIX G. --Consent to Release Report

I hereby allow the Australian-American Educational Foundation (Fulbright Commission) to release a copy of my "American Grantee Report" form to Ms. Jari Hazard for use in her dissertation on the experiences of American Fulbrighters to Australia. In analyzing this document, the researcher has agreed to keep the Fulbrighter's name and institutional affiliation confidential.

_____ _____

Signature Date

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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